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ABSTRACT

This workshop guide is designed to help civil service students both learn to use good grammar and develop their technical writing skills. Discussed are such topics as nouns, gender, number, person and case, appositives, pronouns, mood, verbs, (transitive and intransitive), adjectives and adverbs, comparisons, articles, conjunctions, infinitives, gerunds, participles, commas, punctuation, hyphenation, phrases, clauses, sentences, parallelism, colloquialisms, editing, dictionary, and prefixes and suffixes. (TS)

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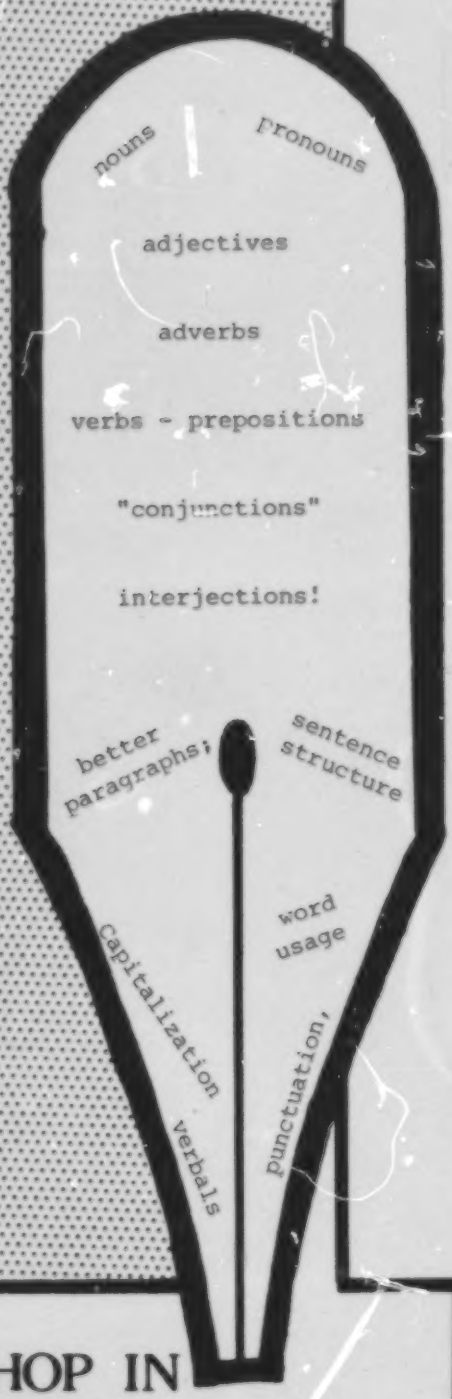

Perk Up Your Grammar

WORKSHOP IN EFFECTIVE ENGLISH

CS 202 223

PREPARED BY

COMMUNICATIONS AND OFFICE SKILLS TRAINING CENTER

BUREAU OF TRAINING

U.S. CIVIL SERVICE COMMISSION

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INTRODUCTION

"Grammar, which knows how to control even kings."

Les Femmes Savantes (1672)
Act II, Scene 6

What is grammar? Grammar is the study of the way a language is used. Grammar comes after a system of language has been established. In other words, grammar is simply structure or a study of the way a language works.

The English language has more native speakers than any other language in the world except Chinese. English is a required language in nearly every school system in the world. Since language changes constantly, it does not die. As James Donald Adams wrote in the Magic Mystery of Words, "Language is like quicksilver or alchemy, changing baser metals to better, and vice versa."

PARTS OF SPEECH

Every word in the English language must perform one of five functions: naming, asserting, modifying, connecting, exclaiming.

The naming words are called nouns and pronouns; the asserting words, verbs; the modifying words, adjectives and adverbs; the connecting words, prepositions and conjunctions; the exclaiming words, interjections.

Examine carefully the following sentence from Shakespeare's Hamlet:

> "O that this too too solid flesh would melt,
> Thaw, and resolve itself into a dew!"

In this sentence all eight parts of speech are illustrated.

Nouns: flesh, dew.

Pronoun: itself.

Verbs: would, melt, thaw, resolve.

Adjectives: this, solid, a.

Adverbs: too, too.

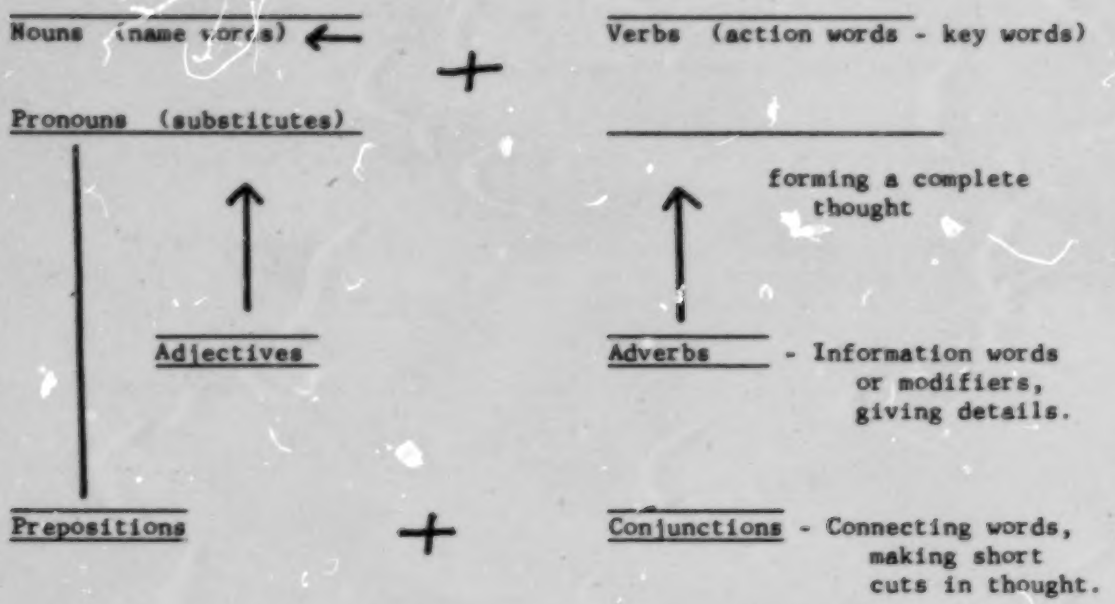
Preposition: into.

Conjunctions: that, and.

Interjection: O.

At first glance, some words seem to belong to certain parts of speech and to no others. Some of them, however, are interchangeable. We can never be too sure of the classification of a word until we understand its use in a sentence. A student who has a real knowledge of grammar will achieve it "by note" rather than "by ear." He will be able not only to use correct English, but to tell why every expression he writes is correct. Understanding the "why's" of English is one objective "Workshop in Effective English" aims to achieve.

CLASSIFICATION OF PARTS OF SPEECH BY FORM
THE COMPLETE PICTURE


Nouns (name words)
Verbs (action words - key words)
Pronouns (substitutes)
forming a complete thought
Adjectives
Adverbs - Information words or modifiers, giving details.
Prepositions
Conjunctions - Connecting words, making short cuts in thought.

Clause

A clause is a group of related words containing a subject and a predicate.

Phrase

A phrase is a group of related words without a subject and predicate used as a noun, adjective, adverb, or verb.

A) Dear Mr. Jansen:

In reply to your letter of April 8, 19XX, we are enclosing four SF 95 "Claim for Damage or Injury" forms for submission of a claim of alleged damages to your car.

It is requested these forms be executed on both sides and returned to this office in triplicate. The extra copy is for your records.

Upon receipt of your claim, properly executed, together with the necessary supporting evidence, an investigatory report will be made and forwarded with the claim to the Solicitor for an administrative determination.

You will be notified by that office of the Solicitor's decision.

Sincerely yours,

B) Dear Mr. Doe:

Thank you for sending us an application for employment.

The types of positions for which you are eligible require a personal interview and appropriate tests which must be scheduled in advance. If you will let us know when you plan to be in Washington, we will be pleased to make the necessary arrangements.

Sincerely yours.

Anna Joseph
Placement Officer

Mr. John C. Doe
1234 43rd Street
Anywhere, Anycity 00000

C) Dear Miss _____

The President has asked me to acknowledge the receipt of your letter to him concerning the _____ project.

As the news media have reported, the President and his expert advisers have under consideration many suggestions for reducing non-military expenditures.

I appreciate the spirit of patriotism which, I am confident, prompted you to write to the President.

Sincerely,

D) Dear Theresa:

On this your last day with us, I wish to express the appreciation of the entire division for the fine job you have done for us.

I have observed with pleasure the gracious manner in which you have carried out your assigned duties. Above all, I want to commend you for your cooperativeness, your willingness to work, and your professional approach to any assignment.

Best wishes go with you for continued success from all of us, and I am confident that you will meet new challenges with the same spirit you have displayed here.

Sincerely yours,

E) For sometime we have received from your office monthly reports on the number of marriage licenses issued. These reports have made it possible to prepare summaries of marriage licenses issued in Missouri and have materially aided in compling national summary figures.

We are now receiving monthly reports of marriages for the entire State from Dr. L. M. Garner, Acting Director of Health, Department of Public Health and Welfare at Jefferson City, Missouri, to whom you are now making monthly reports. Consequently, it will be unnecessary for you to continue sending a monthly report also to this office. I want to express our appreciation to you for the fine cooperation you have given. The reports have been received regularly and were evidently prepared with great care. Thank you very much.

We are enclosing a copy of the MONTHLY VITAL STATISTICS REPORT. If you would like to receive this regularly, please let us know and the publication will be mailed to you each month, without charge.

7a
15a
16c
16f
16g
18b

IDENTIFYING SUBJECTS AND VERBS

In this exercise, underline the subject once, and the correct verb twice.

1. Our director, as well as his assistant, (was, were) consulted.
2. The folder on current available budget plans (are, is) in that file.
3. Here (comes, come) the two summer employees.
4. One of the girls (are, is) to be transferred.
5. In that office (was, were) the budget analysts.
6. The profits from that auction (is, are) enormous.
7. Here (is, are) the desk and file cabinet we ordered.
8. The last item to be covered (were, was) recent studies on marijuana.
9. The basis for those decisions (were, was) inaccurate.
10. Lack of oil, not these loose screws, (have, has) caused the breakdown.
11. Where (is, are) your criteria?
12. High office morale and detailed career planning, in addition to this ideal location, (makes, make) me want to stay.
13. Where (is, are) the officer's list?
14. Which (is, are) cheaper--rented cars or buses?

CLAUSES

A clause contains a subject and a verb.

He came. = A clause

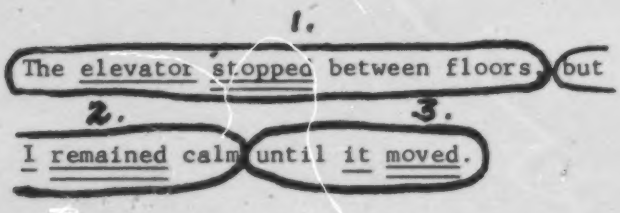
He came. = A sentence, also. (A sentence must contain at least one clause.)

So sometimes a sentence is nothing more than one clause; other times, a sentence contains several clauses, phrases, and various modifiers.

I left. = A clause and a sentence.

I left hurriedly, because I was running late; I barely made the last bus, at 1 a.m., and was sound asleep by 2 a.m. = A sentence, containing three clauses and two phrases.

In the following sentences, circle each clause, and number it.

Example: 

1. They typed at a furious rate all week; still the work piled up.
2. Social Security benefits have been increased generally several times over the years because wages and prices have gone up.
3. I eat very little, but I gain quickly.
4. We have the best boss in the world.
5. Calling on FTS or Autovon is often cheaper than writing a letter.
6. The average Government letter costs anywhere from $2.50 to $4.10.

ANALYZING ERRORS: NOUNS AND PRONOUNS

Correct the errors which you see in these sentences:

1. I know it was him at the door.
2. Jones's job is in the office of the comptroller generals'.
3. She is one of those people who you respect easily.
4. The memorandums stated that embargos would be employed.
5. Are they as capable as us to do the work properly?
6. The employees' union has received its flu innoculations.
7. The surgeon generals of both states will discuss the case.
8. The two competitors, Laughlin and him, submitted bids.
9. The boards of governors ordered goldfishes for its pond.
10. Do you think it is them who are responsible?
11. The attornies secured right-of-ways for their clients.
12. Mr. Eldred will be more helpful than him.
13. World economics have vital importance today.
14. Have you heard from the director or they?
15. We don't know who you're talking about.

NOUNS

"And out of the ground the Lord God formed every beast of the field, and every fowl of the air; and brought them unto Adam to see what he would call them: and whatsoever Adam called every living creature, that was the name thereof. And Adam gave names to all cattle, and to the fowl of the air, and to every beast of the field...."

Primitive man named many more things than Adam was asked to. He named trees and stones and fruits and birds. He gave names to people about him; those who fed their young were father and mother; those who were fed were son and daughter. He named, too, feelings within him; that which made him tremble and run was fear; that which made him fight this fear and stirred him to action was courage.

All these names of people and things that exist in space or within the experience and mind of man are called NOUNS, a word that means names. A noun, then, is the name of a person, place, thing, or idea.

tree	Roosevelt
stone	Paris
farmer	scarf
hammer	courage
vengeance	fear

KINDS OF NOUNS. For practical purposes, nouns are either common or proper.

1. A common noun indicates one of a class, as

   city state general apostle book man

2. A proper noun is the special name given to individualize or make distinctive a person or place, thing or idea. Proper nouns are always capitalized.

   Paul Virginia Darwinism Richard Nixon Denver

SPECIAL CLASSES OF NOUNS. When a common or proper noun signifies a group, it is called a collective noun.

mob Congress jury committee militia

A collective noun may be either singular or plural. If the noun is thought of as a single unit with all the individuals of the group acting together, it takes a singular verb.

The class has voted its approval.

The committee has approved the recommendations.

If a collective noun is used in such a way that the individual members of a group are thought of as acting separately, it requires a plural verb.

The jury were disagreeing on the verdict.
The team were talking over some new plays.
The Board of Directors hold different views.

When a common or proper noun is made up of two or more words, it is called a compound noun. A compound noun may be written as a single word, two or more separate words, or as two or more hyphenated words.

grandfather courthouse baseball post office

New Zealand son-in-law self-restraint

When a common or proper noun refers to anything that is experienced through the physical senses, it may be called a concrete noun.

cloud brick lamp animal girl boy office

When a common or proper noun indicates a concept or intangible quality, it is called an abstract noun.

wisdom folly honesty courage

A NOUN, OR A NOUN EQUIVALENT, HAS FOUR PROPERTIES:

1. Gender
2. Number
3. Person
4. Case

1. GENDER. Gender is sex distinction. There are four genders: masculine, feminine, common, and neuter.

   1. A noun is masculine in gender when the male sex is indicated.

      man boy king prince

   2. A noun is feminine in gender when the female sex is indicated.

      woman girl queen princess

   A feminine noun is distinguished from its corresponding masculine noun:

   a. By a suffix:

MASCULINE	FEMININE	
priest	priestess	
host	hostess	
count	countess	
hero	heroine	
actor	actress	(A change of spelling sometimes accompanies the addition of a suffix.)

b. By a prefix:

MASCULINE	FEMININE
manservant	maidservant
he-goat	she-goat
bull elephant	cow elephant
buck shad	roe shad

c. By a change of word:

MASCULINE	FEMININE
nephew	niece
drake	duck
wizard	witch
lord	lady

3. A noun is common in gender when the person or animal indicated may be considered either male or female, or when the noun includes individuals of both sexes.

child rabbit audience crowd

4. A noun is neuter in gender when it names an object without sex.

book lawn expectation allegory

2. NUMBER. There are two numbers: singular and plural. Generally, the plural is formed by adding s or es to the singular, but there are many exceptions to this rule.

virtues rocks banjos roofs committees

1. Form the plural of nouns ending in ch, j, s, sh, x, and z by adding es.

2. Form the plural of common nouns ending in y preceded by a vowel by adding only s.

attorneys days turkeys alleys jockeys

3. Form the plural of all proper nouns ending in y by adding s.

the Marys the Findlays two Germanys

4. Form the plural of common nouns ending in y preceded by a consonant by changing the y to i and adding es.

batteries cities galaxies philosophies

(The plural of whiskey is rather interesting, being spelled whiskeys when referring to spirits made in the U.S. but spelled whiskies when imported.)

5. From the plural of most nouns ending in o preceded by a vowel by adding s.

cameos rodeos tatoos zoos

6. Form the plural of most common nouns ending in o preceded by a consonant by adding es.

echoes heroes vetoes innuendoes potatoes

embargoes

(But nouns ending in o which refer to music add only s.)

altos bassos pianos solos trios crescendos

7. Words which take only s include those infrequently used, of romance language derivation, or of great length.

credos dynamos juntos magnetos photos

provisos

8. Some words of foreign derivation may retain their original plural form.

crisis/crises; thesis/theses/ datum/data; alumnus/alumni; alumna/alumnae; memorandum/memorandums or memoranda; appendix/appendixes or appendices; gymnasium/gymnasia or gymnasiums; phenomenon/phenomena; criterion/criteria; beau/beaux

9. Proper nouns ending in o add s only.

Eskimos Filipinos Romeos EXCEPT: Negroes

10. Some words ending in o preceded by a consonant may be spelled os or oes. Follow the GPO Style Manual for the preferred spelling.

commandos, oes politicos, oes salvos, oes

tobaccos, oes zeros, oes

11. Form the plural of compound nouns by making the significant word plural.

attorneys at law commanders in chief governors general
brothers-in-law comptrollers general surgeons general

NOTE: Sometimes both words are pluralized.

Coats of arms masters at arms menservants

12. Form the plural of compound nouns ending in ful by adding s only to the end of the word.

bucketfuls cupfuls mouthfuls teaspoonfuls

13. Many nouns ending in f, fe, or ff, form their plurals with an s but may change to ves, especially if monosyllabic.

beliefs, halves, leaves, motifs, reefs, roofs, shelves, plaintiffs, thieves, knives, wharves

14. Sometimes the internal structure of a noun is changed to form the plural.

goose/geese louse/lice man/men mongoose/mongooses

15. Some nouns have plural forms identical with the singular, especially those fishes and birds generally hunted and used for food and certain peoples and tribes.

bison, deer, fowl, grouse, moose, sheep, swine, trout, Bantu, Japanese, Siamese, Portugese, Iroquis

16. The plural of some nouns indicates different species in combination, most commonly for fish and its compounds.

3 trout plus 3 trout equals 6 trout or 6 fish
3 trout plus 3 bass equals 6 fishes

17. A few words retain the Old English in the plural.

oxen children brethren

18. Some nouns may be used only in the singular, particularly names of materials, qualities, and substances.

copper, luggage, mirth, rice, timber, heather, wickedness

19. Some nouns are used in the plural only.

annals, ashes, billiards, clothes, dregs, eaves, entrails, goods, leavings, lees, links, nuptials, oats, obsequies, pants, pliers, pincers, proceeds, remains, riches, scissors, shears, snippers, spectacles, suds, thanks, thongs, tongs, trousers, tweezers, victuals, vitals, wages

20. Some nouns are plural in form but singular in meaning. Therefore, they always take a singular verb.

acoustics, aeronautics, alms, analytics, athletics, bellows, civics, comics, dynamics, economics, esthetics, ethics, hydraulics, hydromechanics, linguistics, magnetics, mathematics, means, measles, metaphysics, molasses, mumps, news, optics, phonetics, phonics, physics, pneumatics, poetics, politics, rickets, spherics, statistics, tactics, United States, whereabouts

21. Form the plurals of letters, figures, symbols, and words being discussed by 's or just s if this is your division's usage.

Dot your i's and cross your t's.
There are three 9's in my telephone number.
or
There are three nines in my telephone number.

1930's and's or ands

22. Form the plural of a noun hyphenated with an adverb or preposition on the noun.

passers-by fillers-in goings-on makers-up

23. Form the plural of nouns made from words which are not nouns on the last word.

also-rans go-betweens higher-ups tie-ins

3. PERSON. In English grammar there are three persons: first, second, and third.

1. A noun including the speaker is in the first person.

We Americans have many problems to solve.
He spoke well, but I, the listener, was bored.

2. A noun naming the person or object addressed is in the second person.

Come, my child, and tell me all about it.

3. A noun naming the person or thing spoken of is in the third person.

The girl was speaking quietly, but there was a little glow of excitement in her face.
Traylor was an illiterate backwoodsman.

4. CASE. English nouns and pronouns have three cases -- nominative, possessive, and objective.

PRACTICE: USING PLURALS OF NOUNS

Correct each incorrect plural form.

1. The recipe requires three spoonsful of curry.
2. The consul generals are meeting in the lounge.
3. Our father-in-laws lost their suitcases.
4. The manuscript contains too many howevers'.
5. Halfs of the calfs were stored on shelfs.
6. The provisoes in the treaty were strict.
7. Both memorandums indicated the analyses were correct.
8. The thiefs stole six loafs of bread and two knifes.
9. Woman writers are forming an association.
10. The list of former postmaster generals is in the appendixes.

Write the plural form of each noun.

bay	_____	radio	_____
cliff	_____	runner-up	_____
gas	_____	salary	_____
lieutenant colonel	_____	shears	_____
potato	_____	valley	_____

POSSESSIVE FORM OF NOUNS

What is wrong with following sentences? Rewrite where necessary.

1. The lawyer's secretary's desk is here.

2. A room's decor is important.

3. Fran's brother's sister-in-law will be coming too.

4. Bob and Joe's fathers work at AID.

5. June's totals are higher than May.

6. Was that Mrs. Fritzenheim's dog or her brother?

7. The room on the left is Fred's and Jim's.

8. Her brother-in-laws' son is an engineer.

9. It was five day's work.

10. These books are theirs'.

11. Many companys' payrolls were not met.

12. My apartment's carpeting must be replaced.

13. That report is Mr. Jones.

14. Mrs. Greens' grade raise came through.

Possession of Compound Words

Change the following "of" possessives into "apostrophe" form.

Example: the car of George -- George's car

Note that the "of" phrase is sometimes preferable.

1. the signature of a notary public -- _____
2. the signatures of two notaries public -- _____
3. the office of the surgeon general -- _____
4. the happiness of two mothers-in-law -- _____
5. an opinion of John King the singer -- _____
6. the car of my lawyer Mr. Bates -- _____
7. the kids of my friends the Smiths -- _____
8. the desk of my secretary, Marge Clark -- _____
9. a cat of Mr. Green, the judge -- _____
10. a car belonging to Jan and Jack -- _____
11. a home belonging to Pat, Sue, and Fran -- _____
12. a shop belonging to Sam, Fred, and me -- _____
13. stock belonging to my aunt and him -- _____
14. the wings of a one-spot stink bug -- _____
15. the wings of a three-cornered alfalfa hopper and a plum gouger -- _____

    _____
16. the steno skills of Jan and Sue -- _____
17. the cars of Sam and Fred -- _____
18. the wives of Joe, Ken and Jim -- _____
19. either the hat of Tim or Jack -- _____
20. neither the job of Mr. Rowe nor Mr. Wright -- _____

    _____

Possessive of Abbreviations

1. the education of an M.D. -- _____
2. the education of the M.D.s -- _____
3. the store of the Brown Bros. -- _____
4. merchandise of the two PXs -- _____
5. merchandise of the ABS Co. -- _____
6. the puppy of George Grande, Jr. -- _____

Parallel Possessives

1. his work, like the work of an architect, is exacting -- _____

   _____

2. his job differs from the job of the organist -- _____

   _____

3. her typing is no better than the typing of Mary -- _____

   _____

POSSESSIVES

Insert the apostrophes needed in the following sentences.

1. A childrens home was built in Dover.
2. They are advertising girls bicycles today.
3. Several series have been played this summer.
4. There were three 38s in the list checked by the tellers.
5. The Childrens Bureau is nearby.
6. Wilkes & Ross is building a students dormitory.
7. This gentleman sells doctors and nurses supplies.
8. These repective teachers salaries are too low.
9. Seven members dues are delinquent.
10. The Carpenters Union and the Citizens Protective League are meeting in joint session.
11. He has owed the roofing bill for three months.
12. A few days delay would cause serious difficulties.
13. Automatic oil heating is used in several of your neighbors homes.
14. The secretarys report was read at the stockholders meeting.
15. Jessies and Gladys mothers are childhood chums.
16. Mr. Charles will was read after several relatives requests.
17. We are having a month-end sale of boys, girls, womens, and mens shoes.
18. Mr. Hughes dogs annoy the neighbors.
19. A creditors meeting will be advertised in three weeks.
20. It is only ten minutes walk to Kanns.
21. St. Johns Church is near the White House.
22. All employees names are listed in the timekeepers office.
23. Many competitors bids are lower than his.
24. It is everybodys duty to vote.
25. She attended Prince Georges Community College in Prince Georges County.

PRACTICE: POSSESSIVES, PLURALS, AND POSSESSIVE PLURAL FORMS

Supply the correct possessive, plural, or possessive plural form.

1. The marine__ bravery was tested by the enemy__ gunfire.
2. The President__ position was contrary to the Attorney General__.
3. The ambassador__ wife gave a ladies__ tea for Children__ Hospital.
4. The citizens__ council will meet today.
5. Many laborer__ wages are below average.
6. The two ship__ cargo__ are fruit__ of several kinds.
7. The crescendo__ of three piano__ were deafening.
8. Men__ neckties are frequently women__ presents.
9. The official examined the travelers__ passports at the customs__ gate.
10. The two company__ presented to the zoo__ pairs of ox__, mongoose__, fox__, monkey__, bison__, and buffalo__.

SUPPLEMENTAL POSSESSIVE EXERCISE

In each of the following sentences underline the word or words shown in the possessive form. If there is an error in the form or usage, write the correct form in the blank at the right. If a sentence is correct as it stands, write a "C" in the blank.

1. The black cat's fur is silky and glossy._____
2. His father's-in-law library was at his disposal._____
3. The criminal never did an honest day's work._____
4. I left the womans' luggage at the office._____
5. The men were unhappy because of their wive's late arrival._____
6. My shoes are at Bill's, the bootblack._____
7. Dallas' Neiman-Marcus store is nationally known._____
8. Your first duty is to arouse your assistant's interest in their work.

_____

9. A persons' attitudes are not likely to change overnight._____
10. Did you buy your hi-fi at Wilson's and Sanborn's?_____
11. Mr. Doss' yard is the beauty spot of the neighborhood._____
12. For conscience' sake, everyone must face this issue._____
13. Donaldson's and Borden's houses were both sold last week._____
14. His suggestion was to keep a record of all members' names._____
15. I do not have the problem's solution._____
16. The man's being a judge should not excuse him._____
17. They carry a complete stock of children's clothing._____
18. Dr. Carne's arrival at Minneapolis was unexpected._____
19. The club's choice for president will be made soon._____
20. I shall appreciate information about B. F. Brant's, Jr. credit rating.

_____

Capitalize when necessary.

plaster of paris

roman type

anglicize

the great lakes

the apache reservation

the english channel

the reclamation project

new york watershed

the netherlands

spring

a state capitol

the atlantic magazine

middle east of the state

federal, state, and local governments

out-of-state

state legislature

swiss watch

attorney general of california

swiss cheese

macadam

the north pole

southern france

south of france

plexiglas

brussels sprouts

lower california

southern california

the renaissance

gospel

tropics

eastern standard time

a department of the government

a republican form of government

the north atlantic states

vanguard project

states rights

state of the union message

state and church

Part II

CHAPTER 1

CAPITALIZATION

1. GENERAL

Problems of capitalization which most often arise in Government correspondence are covered in this chapter. Commonly used principles are briefly stated, and then supported by examples. When to capitalize is shown at the left of the page; when not to capitalize is shown at the right. For words or terms not included here, correct practice can be determined by relating them to the principles that are given. Also see the *Government Printing Office Style Manual* for other points on capitalization.

Two main rules govern use of capitals: (1) Proper nouns, titles, and first words are capitalized, and (2) common nouns are not capitalized unless they have gained the status of proper nouns. Consistency in capitalizing is important. Once a practice has been adopted, for example, capitalizing a word for emphasis, that practice should be carefully followed throughout the piece of writing.

2. PROPER NOUNS

a. Names of persons, places, and things. (See also paragraphs c–g, following.)

Capitalize names of persons, places, and things; and their derivatives which retain proper noun meanings.

John Macadam, Macadam family
Paris, Parisian
Italy, Italian
Rome, Roman
Capitol in Washington, D.C.

Do not capitalize names which have become common, or their derivatives which have general meanings.

macadamized
plaster of paris
italics, italicize
roman (type)
a State capitol

b. Common nouns used as proper nouns.

Capitalize common nouns used as parts of proper names and of titles.

Massachusetts Avenue
Federal Express
Cape of Good Hope
Union Station
Budget and Accounting Procedures Act
Appendix C
Column 2
Exhibit D7
The Versailles Treaty

Do not capitalize when used as a substitute for a name, or to denote time, sequence, or reference.

the longest avenue
the express to Boston
the southernmost cape
the railway station in Washington
act of 1951
a part of appendix C
in column 2, page 3
a reprint of exhibit D7
the treaty of 1919

Capitalize common nouns when used alone as a well-known short form of a proper name.

British Commonwealth: the Commonwealth
Cherokee Nation: the Nation
Union of South Africa: the Union
United States: the States

Do not capitalize when used in a general sense.

a commonwealth of nations
a nation of warlike people
a union between families
state's evidence

Capitalize plural forms of common nouns when used as part of a proper name.	*Do not capitalize when used in a general sense.*
Seventh and I Streets	two old streets
Lakes Erie and Ontario	these inland lakes
State and Treasury Departments	executive departments

c. Names of organized bodies.

(1) Federal Government units.

Capitalize titles of the Federal Government and its units, and their shortened forms. Capitalize other substitutes only to show distinction.	*Do not capitalize when used in a general sense, or when referring to other than a Federal Government unit.*
The U.S. Government: the Federal Government, the National Government, the Government	democratic government, a federal union, two national governments, city government
U.S. Congress: 86th Congress	a congress of citizens
the Senate, the House	a senate or house unit in Iowa
Committee of the Whole: the Committee	committees of the Senate, a PTA committee
Department of Agriculture: the Department	any department of the government
Division of Grants: the Division	a division of the organization
Bureau of the Census: the Census Bureau, the Bureau	formation of a bureau, the census bureau in Laurel
Geological Survey: the Survey	a survey of minerals
Interstate Commerce Commission: the Commission	a commission on trade rights, interstate commissions
American Embassy: the Embassy	a foreign embassy: *also* the consulate, the consulate general
Department of Defense: Military Establishment, Armed Forces	a defense establishment, armed forces exploring the area, *also* armed services
U.S. Army: the Army, Regular Army, the Infantry, 81st Regiment, Army Band	an army, Grant's army, infantrymen, the regiment, the March King's band
U.S. Navy: the Navy, Navy (Naval) Establishment, Marine Corps	naval shipyard, naval station corps of fighting men

(2) International organizations.

Capitalize names of international organizations.	*Do not capitalize when used in a general sense.*
United Nations: the Security Council, the Assembly, the Secretariat, the International Court of Justice	united nations in the Middle East, a council of citizens, a town assembly, a secretariat for the director, a citizens' court
World Health Organization	funds for a health organization

(3) Names of other organized bodies. (For names of Federal Government units and international organizations, see paragraphs (1) and (2), preceding.)

Capitalize names of other organized bodies when used as titles.	*Do not capitalize when used in a general sense.*
Virginia Assembly, West Virginia House of Delegates	the assembly, the State senate, the house of delegates in West Virginia
California State Highway Commission: Highway Commission of California	the highway commission, the commission for highway construction
Dutchland Railroad Company: the Dutchland Railroad	the railroad company, the railroad in Pennsylvania

d. Names of members of organized bodies.

Capitalize names of members of organized bodies to distinguish them from the same words merely in a descriptive sense.	*Do not capitalize when used in a general sense.*
a Representative (Member of Congress)	a representative of a group
a Republican (member of a political party)	a republican form of government
a Catholic (member of the Catholic Church)	catholic (universal) interests

e. Official designations of countries, domains, and their divisions.

Capitalize names of countries and their divisions when used as proper names, as parts of proper names, or as proper adjectives.

United States: the Republic, the Nation, the Union

New York State: the Empire State
Dominion of Canada: the Dominion
Province of Quebec: the Province
U.S.S.R. (Union of Soviet Socialist Republics): Cominform (Communist Information Bureau), Communist International

Do not capitalize when used in a general sense.

a republic, two nations, national income, union of States (U.S.)
church and state
a dominion of the Western Hemisphere
farming provinces of Canada
a socialist form of government, experiment in communism

f. Names of regions, localities, and geographic features.

Capitalize names of regions, localities, and geographic features when used as proper names.

the North Atlantic States
the West, the Midwest
Equatorial Africa
the Middle East (Asia)
the Promised Land
the Continent

Do not capitalize terms used to denote mere direction or position.

north, south, east, west, northerly, northern, northward
road to the west, a midwest direction
equatorial countries
middle east of the State
a land of promise
continental boundaries

g. Names of calendar divisions, holidays, historic events, and periods of time.

Capitalize names of months of the year and days of the week.

January, February, March
Monday, Tuesday, Wednesday

Do not capitalize names of the seasons or the words year *and* century *when used with numbers.*

spring, summer, autumn, winter
the year 1960, the 20th century

Capitalize names of events and of holidays.

Battle of Lexington
War of 1812, World War II
Feast of the Passover
Fourth of July: the Fourth

Do not capitalize when used in a general sense.

the battle fought at Lexington
the war years, two major wars
a religious feast
on July the fourth, a national holiday

3. TITLES USED WITH NAMES OR TITLES STANDING FOR PERSONS

a. Titles preceding names.

Capitalize titles preceding proper names.

President Roosevelt
King George
Chairman McDowell
Ambassador Page

Do not capitalize when used in a general sense.

a president of a club
a king of spades
a chairman of the committee
ambassador at large

Part II

b Titles following names, or titles used alone.

Capitalize titles following proper names, or used alone as substitutes for names, when they indicate preeminence.

John Adams, President of the United States; the President, the President-elect, the Executive, the Commander in Chief, Ex-President Adams, a former President
Thomas Howells, Vice President of the United States; the Vice President
B. A. Rowland, Secretary of State; the Secretary, the Acting Secretary, the Under Secretary, the Assistant Secretary, the Director, the Chief, or the Assistant Chief

Capitalize titles in the second person.

Your Excellency
Mr. Chairman, Madam Secretary

Do not capitalize when used in a general sense, or when not indicating preeminence.

Burns Mason, president of the Potomac Railway; president-elect of the union, the executive's suite, a young commander in chief, ex-president of Cullen Institute, a former president of the university
Caleb Johnson, vice president of the Exchange; the vice president of SDA
secretaries of the military departments (part of the clerical staff), *but* Secretaries of the military departments (heads of Army, Navy, Air Force); the director, or chief, or assistant chief of the laboratory

4. TITLES OF PUBLICATIONS, DOCUMENTS, ACTS, ETC.

Capitalize all words in titles of publications and documents, except a, an, the, at, by, for, in, of, on, to, up, and, as, but, if, or, *and* nor.

Statutes at Large, Revised Statutes
District Code
Bancroft's History
Journal (House or Senate)
American Journal of Science
Monograph 55, Research Paper 123
Senate Document 70, *but* Senate bill 416
House Resolution 68, *but* House bill 20
Kellogg Pact, North Atlantic Pact
Treaty of Ghent

Do not capitalize when used apart from titles or in a general sense.

the applicable statutes
the code of the District
history books
a journal of legislative action
a professional journal
any monograph, a research paper by Sales
a historical document from the Senate
a committee resolution
a pact between nations
the treaty signed at Ghent

5. THE DEFINITE ARTICLE

Capitalize the word the *when used as part of a name or title.*

The Dalles (Oregon)
The Weirs (New Hampshire)
The Hague
The Attorney General (if so written in copy)

Do not capitalize when the *is used adjectively or with titles of newspapers, periodicals, vessels, airships, or firm names.*

the Dalles region
the Weirs streets
the Hague Court; *also* the Netherlands
the attorney general of Texas
the Times, the Atlantic Monthly
the Mermaid, the U–3
the National Photo Co.

6. PARTICLES IN NAMES OF PERSONS

Capitalize particles in foreign names or titles—d', da, della, du, van, *and* von.

D'Orbigny
Da Ponte
Du Pont

Capitalize particles in anglicized names, even if preceded by a forename or title.

Justice Van Devanter
Samuel F. Du Pont
Reginald De Koven

Do not capitalize in foreign names when preceded by a forename or title.

Alcide d'Orgibny
Cardinal da Ponte
E. I. du Pont de Nemours & Co.

Do not capitalize when an individual prefers lowercase.

Henry van Dyke (his usage)
Irénée du Pont (his usage)

7. FIRST WORDS

Capitalize the first word of a sentence, of a direct quotation, of a line of poetry, or of a formally introduced series of items following a comma or a colon.

The question is, Shall the bill pass?
He asked, "And where are you going?"

Lives of great men all remind us
We can make our lives sublime.

The vote was as follows: In the affirmative, 23; in the negative, 11; not voting, three.

Do not capitalize a fragmentary quotation or a supplementary remark following a colon.

He objected "to the phraseology, not to the ideas."
Revolutions are not made: they come.

12
13
62
62c

APPOSITIVES

An appositive gives added information, in noun or pronoun form, about a noun or a pronoun.

Example: George is here.
George, my brother, is here.

"Brother" is the appositive. It means George = Brother.

NOTE: Appositives come right after their antecedent and are usually set off by a comma pair, as above. Both commas are essential, unless the appositive ends the sentence. If the appositive is restrictive, it is not set off by commas (62c).

More Examples: My boss, Jim Bean, works in there.
This desk, an antique, is quite solid.
Ann Kane, an old school chum of mine, is getting married.
An old school chum of mine, Ann Kane, is getting married.
I ran into Ann's sister, Sue Kane,
We visited my brother Phil. (I have four brothers.)

In this exercise, some relatively uninformative sentences are listed. Add an appositive, anything you like, to each, making the sentence more explicit. (Remember that appositives are nouns or pronouns only. The following are examples of adjective phrases after the noun, not appositives.)

Sam, tall and handsome, walked in. (adjective)
Sam, smiling and waving, walked in. (present participles)
Sam, defeated and discouraged, walked out. (participles)
Sam, at his wit's end, walked out. (prepositional phrase)

1. Roger came late.

_____

2. The director spoke feelingly.

_____

3. We must refuse this offer.

_____

4. The contractor sent in his bid.

_____

5. Mr. Foley met the new director.

_____

6. That building will be torn down by January.

_____

7. The book was written by George Sand.

_____

8. The class lasts 10 days.

_____

9. Beethoven was born in Germany.

_____

10. Ted admired Martin Luther King.

_____

11. Her boss hired two girls.

_____

12. Sally typed the memo on the Selectric.

_____

13. This pen was a gift from Bill.

_____

THE VARIOUS NOUN FUNCTIONS

In each of the following sentences, one noun is underlined. Indicate in the space provided whether the noun is functioning as a:

subject - 7a	object (direct or indirect) - 7c
predicate nominative - 7c	object of a preposition - 13c
appositives - 12	adjective - 4d

Example: The director promoted his secretary. SUBJECT

1. I selected Nancy for the job. _____
2. You should stamp "U. S. Government Property" on every book. _____
3. We proofread the report again. _____
4. It will be a winter class. _____
5. I wouldn't go if I were Sam. _____
6. Mr. Brown must have a copy. _____
7. Washington weather is unpredictable. _____
8. Our boss, Joe Smith, is in a meeting. _____
9. Our boss is Joe Smith. _____
10. My project will be discussed. _____
11. At this point we can disclose nothing. _____
12. That conference was interesting. _____
13. The staff assistant will go. _____
14. Give it to the secretary. _____
15. They invited Margaret. _____

Underline all nouns in the following sentences, and identify their function as one of the following:

1. subject
2. direct object
3. predicate nominative
4. object of preposition
5. appositive
6. a noun functioning as an adjective

1. Frank likes pizza.
2. Goldfish are vertebrates.
3. The town was struck by a hurricane.
4. He is a reporter.
5. This busline runs infrequently.
6. My boss, Mr. Rubin, is very tall.
7. Fitzsimmons really is an administrative assistant.
8. Of the men available, George is your best bet.
9. We have a green vegetable with every meal.
10. This wall paint is the best.
11. I prefer wallpaper.
12. Coca Cola, my favorite drink, is bad for the teeth.

PRONOUN CASES

Further pronoun references: pages 23 - 39, "Effective Revenue Writing"

NOMINATIVE

SINGULAR	PLURAL
1st person I	WE
2nd person YOU	YOU
3rd person HE SHE IT	THEY
WHO	
USES 1. SUBJECT OF A CLAUSE 2. PREDICATE NOMINATIVE	

OBJECTIVE

SINGULAR	PLURAL
1st person ME	US
2nd person YOU	YOU
3rd person HIM HER IT	THEM
WHOM	
USES 1. DIRECT OBJECT 2. INDIRECT OBJECT 3. OBJECT OF PREPOSITION 4. SUBJECT OR OBJECT OF VERBALS	

POSSESSIVE

SINGULAR	PLURAL
1st person MINE	OURS
2nd person YOURS	YOURS
3rd person HIS HERS ITS	THEIRS
WHOSE	
USES 1. POSSESSION	

PROBLEM PRONOUNS

1. Indefinite pronouns. An indefinite pronoun is a pronoun which, having no expressed antecedent, does not personalize or make definite the person, place, thing, or idea for which it stands. Its appeal to the imagination is neither specific nor limited.

   a. each, someone, either, neither, somebody, nobody, everybody, anyone, nothing. These pronouns always take a singular verb.

      Each of us is able to do the work.

      Neither of the men was there.

   b. Several, few, both, and many always take a plural verb.

      Many are called, but few are chosen.

      Few women work there.

   c. Some, any, none, all and most may be either singular or plural, depending upon their antecedents. When a prepositional phrase follows the word, the number of the noun in the phrase controls the number of the verb. When no such phrase follows, the writer signals his intended meaning by his choice of the singular or the plural verb.

      Some of the work has been done.

      Some of the jobs have been done.

2. Reciprocal pronouns. The pronouns each other and one another are called reciprocal pronouns. They express a mutual relationship between or among individuals of a plural antecedent. When the antecedent refers to two persons or things, each other is properly used. When the antecedent refers to more than two persons or things, one another is correct.

   The members of the class respected one another's feelings. - Many
   The duelists killed each other. - Two

SUBJECT-PRONOUN-VERB AGREEMENT

Or, either---or, neither---nor

In the sentences below, underline the pronoun or verb which properly refers back to the antecedent.

1. We will ask either Mary or Sue whether (they, she) can come on Saturday.
2. Neither Sam nor Jack wants (their, his) office moved.
3. Clara or the boys (was, were) here.
4. The men or Sam (needs, need) those data.
5. Neither damp nor heat nor cold nor pressure (affect, affects) this fabric.
6. Either one or two more chapters (is, are) needed.

PRONOUN CASE

The Turn-around Game

Turn the following sentences around.

Example:

NOM. OBJ.
He and she gave the books to us and them.

We and they gave the books to him and her.

NOMINATIVE	VERB	PREPOSITION	OBJECTIVE
1. She and they	like		him and me.
2. They and I	invited		George and him.
3. He and you	will assist		them and her.
4. Marge and she	work	with	me and him.
5. Sam and we	are going to see		Carol and him.
6. My boss and I	hired		Mr. Dabney and him.
7. Susan and he	supervise		them and her.
8. Mrs. Scott and they	answer the phone	for	Bob and us.
9. He and she	walked	between	Mary and me.
10. Mr. Anderson and she	walked	toward	them and us.
11. She and I	were sent	by	Mr. Green and him.
12. The Smiths and he	snapped	at	her and me.

Pronoun Case

Remember that some pronouns must be in the nominative case because they are the subject of an elliptical (missing) verb.

Example: He is as old as I. (am)

We are older than they. (are)

Cross out the underlined words and substitute a single pronoun.

Example: He is as tall as Nancy. she

A.

1. He is as tall as Jane. _____ ( )
2. He is as tall as George. _____ ( )
3. He is as tall as the others. _____ ( )
4. He is as tall as Frank and I. _____ ( )
5. He is as tall as Sue. _____ ( )
6. He is as tall as Jan and you. _____ ( )
7. He is as tall as 1st person singular. _____ ( )
8. He is as tall as those boys. _____ ( )
9. He is as tall as Joe. _____ ( )
10. He is as tall as Jane and I. _____ ( )

(In each of the above, what is the elliptical verb? Put it in the parentheses.)

B.

1. They are older than Mary. _____
2. They are older than Jack. _____
3. They are older than Mary and Jack. _____
4. They are older than Frank and I. _____

5. They are older than George. _____

6. They are older than Joe and you. _____

7. I play tennis better than Sue. _____

8. I play tennis better than Joe. _____

9. I play tennis better than Sue and Joe. _____

10. I play tennis better than my brother. _____

11. I play tennis better than my sisters. _____

12. I play tennis better than my brothers. _____

C.

1. Rockefeller is a lot richer than Joe. _____

2. Rockefeller is a lot richer than 1st person singular. _____

3. Rockefeller is a lot richer than Joe and Sue. _____

4. Rockefeller is a lot richer than my husband and I. _____

5. Rockefeller is a lot richer than you and John. _____

6. The Beatles are more famous than Larry. _____

7. The Beatles are more famous than the others. _____

8. The Beatles are more famous than 1st person singular. _____

9. The Beatles are more famous than Wanda. _____

10. The Beatles are more famous than the Doors. _____

7c
11a
12d

PRONOUN CASE AFTER LINKING VERBS

I have been to a large conference at your agency. You weren't able to attend. You ask me about various individuals and couples. I describe them and you decide whether I saw them or not. Use pronouns only.

1. YOU: Did you meet May McGrata?
   I: I met a tall blond woman, young, vivacious--a pianist.
   YOU: That must have been _____.

2. YOU: Did you meet Bob Salk?
   I: Well I met a "Bob"--loud, fat, and overbearing.
   YOU: Yes, that was _____.

3. YOU: Did you meet Janet Jones?
   I: I don't know. I met a redhead who handles travel arrangements.
   YOU: No, that wasn't _____.

4. YOU: Did you meet Mr. and Mrs. Ware?
   I: Well, I met a young, newly married couple. She looked about 21.
   YOU: Yes, that was probably _____.

5. YOU: Did you meet my boss?
   I: I don't know. I met a man from GSA--tall, greying at the temples, very quiet.
   YOU: That couldn't possibly have been _____.

6. YOU: Did you see my brother?
   I: I saw a man who looked like you--he gave a talk on security regulations.
   YOU: That was probably _____.

7. YOU: Did you meet the regional directors?
   I: I met a group of regional administrators.
   YOU: That was undoubtedly _____.

8. YOU: Was Billy Shears there?
   I: I think so--he was short, dark, and well dressed.
   YOU: Yes, that was _____.

9. YOU: Did you meet a girl named Lois Barnes?
   I: I met a "Lois"--very nervous and talkative, chain-smoker.
   YOU: No, that wasn't _____.

PRACTICE: DETERMINING CASE

1. (Who, Whom) does this go to?
2. You can count on (we, us) volunteers.
3. The letter was sent to (we, us) subscribers.
4. I thought the new appointee was (him, he).
5. Mail Johnson and (she, her) a copy.
6. The first arrivals were Tom and (me, I).

CORRECT OR INCORRECT?

1. Could it have been them who made the error?
2. They are the ones whom, I believe, will win the award.
3. We ourselves made the decision.
4. Whom do you expect to go with?
5. It may be we who will be chosen to go.
6. Him I remember very well.
7. Have you seen the janitor or he?
8. The paper mentioned both you and he.
9. Could you bring us stenographers?
10. That must be him now.

PRONOUN CASE

Change each noun to a pronoun. Then reverse the sentence, changing those compared second into subjects, and subjects into those compared second. Use only pronouns, i.e., he she, we, they, I, you.

1. George can run a lot faster than Mary.

   _____

   Reversed: _____

2. Sue and Frank are much older than Sam and Mary.

   _____

   Reversed: _____

3. Frank isn't as strong as those boys.

   _____

   Reversed: _____

Part a. - Change nouns to pronouns
Part b. - Make the objects subjects and the subjects objects
Example: Roger and Sally saw Jack and his daughters.
a. He and she saw him and them.
b. He and they saw him and her.

1. George and Janet like Sam and Sue.
   a.
   b.

2. Mrs. Smith hates cats.
   a.
   b.

3. My sister and my brother invited Linda and the Browns.
   a.
   b.

4. Anna and the King of Siam were kind to their manservant and their children.
   a.
   b.

5. My boss and his secretary work with Mr. Jones and his assistant, Mr. Green.
   a.
   b.

6. Janet and I were playing golf with Jack and his daughter.
   a.
   b.

WHO/WHOM, WHOEVER/WHOMEVER EXERCISE

Write the correct form of the pronoun needed.

1. _____ has Mr. Martin selected for the position?
2. With _____ did you discuss this matter?
3. _____ has the authority to make a decision?
4. Miss King is the applicant _____ we have selected for the position.
5. _____ do you believe is the best man for this work?
6. The matter of _____ is to represent us will be decided at the meeting.
7. Mr. Jackson is a man _____ we can entrust with this important work.
8. I have just talked with the salesman _____ I believe you interviewed yesterday.
9. Nobody seems to know to _____ the goods are to be shipped.
10. There is no doubt in my mind as to _____ should do the work.
11. You will have to prepare a detailed itinerary for _____ the officers selected to make the trip.
12. _____ made this shipment should have packed the merchandise in two cartons.
13. The bonus will go to _____ gets the largest number of orders next month.
14. Please ask _____ is calling whether he will be able to come back tomorrow morning.
15. _____ goes about his work cheerfully and diligently will surely be considered for the promotion.
16. _____ you say is qualified for the work will be considered for the position.
17. I'm sure that _____ gets the promotion will find his new work interesting.
18. (Whoever, whomever) you designate will be welcomed by (we, us) officials.

WHO/WHOM, WHOEVER/WHOMEVER

Complete each of the following sentences by writing in the space provided the correct form of the pronoun, who, whom, whoever, whomever.

1. It was he _____ they selected for the position.
2. Sometimes it is the one _____ does the most work who receives the least credit.
3. I want to hire a secretary _____ is good at English.
4. The job belongs to _____ presents the best application.
5. The accountant is the one to _____ the records should be sent.
6. _____ do you think will be elected as our new President?
7. It is hard to tell _____ might be chosen.
8. _____ shall I call in case of emergency?
9. They wanted to know _____ the visitor was.
10. It is a wise salesman _____ studies daily market trends.
11. He, _____ received the greatest number of votes in the primary election, will be our final candidate for the organization's highest office.
12. Give the receipt for the deposit to _____ calls from the A. B. Cole Co.
13. John Green, who was a popular candidate, was the one _____ they elected.
14. The author of those books, _____ I have met, is an inspiring person.
15. The man to _____ I wished to speak is not here.
16. Have you decided _____ should supervise the work?
17. _____ will give me the keys to the building?
18. We shall send the certificates to _____ you select.
19. The President, _____ we did not expect to see until next week, arrives today.
20. Will you give me the address of a man _____ you think can give me this information?

PRONOUN EXERCISE

1. (We, Us) Democrats are a liberal group on the whole.

2. She is a much wiser woman than (me, I).

3. He is a man (who, whom) I always believed would be capable of anything.

4. He is a man (who, whom) I always believed to be capable of anything.

5. I don't care (who, whom) he is; I don't trust him.

6. He is a man (who, whom), in spite of his questionable reputation, I always wanted to believe.

7. (Who, Whom) do you think we saw?

8. It is just such people as (they, them) who give politics a bad name.

9. It is not what you know that counts; it is (who, whom) you know.

10. Give it to (whoever, whomever) you want.

PRONOUNS AND POSSESSIVES

Some of the sentences on this page are incorrect. If a pronoun or possessive is incorrectly used, write the correct form. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE THAT IS CORRECT. Do not rewrite the sentence; make the least possible change. Do not change the meaning of the sentence.

1. No one except you and I has seen the finished product._____
2. Mr. Strong asked we men whether we had orders from the home office.

_____

3. Are them all the oranges we can buy?_____
4. Us men are sure we have broken the shop record this time._____
5. The Lees sent Dave and I pictures of their mountain cabin._____
6. The Mannings showed we amateurs some interesting books._____
7. Mrs. Tilden helped the Greens and we in our search for an apartment.

_____

8. John Nelson and him will see the postmaster about this._____
9. Miss Carney watched Tom and I as we twirled the dials._____
10. Clara gave him and her directions for finding the shop._____
11. Jameses coat was found hanging on the rack._____
12. Them are the candles Frances wanted for the party tonight._____
13. Please let me see both operator's comments on this new routine.

_____

14. The womens' recommendations were carefully considered._____
15. Dr. Baxter showed the results of his experiments to we dietitians.

_____

16. Their office is being repainted. Shall we let them use our's?

_____

17. The workmen's lockers are being moved to the next floor.

18. Miss Howe asked us typists for our opinion of the new carbon paper.

19. Alice went with Esther and she to the lecture about Latin America.

20. The citizens association will consider the suggestion tonight.

21. They wanted help because they knew that they could not finish it themselves.

22. The headwaiter he hurried to seat the newcomers.

23. Miss Rogers and her are hoping to finish early tonight.

24. Does that firm print the phone number on it's letterhead?

PRACTICE: VERB AGREEMENT

Correct the verb to agree with the pronoun.

1. Each of these topics have a large file of information.
2. Have either of them received appropriations yet?
3. Every one of us are expecting you eagerly.
4. A few from the building guard are being transferred.
5. All of our coffee breaks are spent here.
6. Some of these errors are preventable.
7. One of our under secretaries are scheduled for promotion.
8. Neither of the jobs requires much technical knowledge.
9. Everybody living in those States pays state income tax.
10. Several of the study groups will be meeting tomorrow.

CORRECT THE ERRORS

1. Neither of the reports was good enough to publish.
2. Who shall I say is calling?
3. He has been working here longer than me.
4. All members must maintain their own files.
5. Where's she and Wanda?
6. The director, who you met yesterday, will see you tomorrow.
7. Alice Ann and myself intend to go.
8. This is one of those programs that are always popular.
9. Whoever is nominated we shall support.
10. Each of the men have chosen new secretaries.

PRONOUNS

In the following sentences, correct all errors of pronouns. Give your reason for each correction.

1. Whom do people think the stranger is?

2. John and myself took she and Edna home.

3. The man which met Tim and I was a senator.

4. Us boys thought the scarecrow to be he.

5. Between you and I, Henry stole the dog what we saw.

6. Everyone tried to cast their vote before sunset.

7. We did not know who they wanted, but we hoped it was him.

8. The scouts asked my brother and myself to go with them.

9. Each student looked at the long list of grades, expecting to find their own at any minute.

10. Virtue is it's own reward; honesty is the best policy; and honor in its self is a pearl of great price.

PRONOUNS AND THE VERBAL "TO BE"

1. It seems to be (us, we) who are at fault.

2. It ought to be (him, he) who gets the promotion.

3. It seems to be (us, we) who will be chosen to go.

4. The new chairman was thought to be (him, he).

5. You believed Charles to be (who, whom)?

6. We assumed the writer of the report to be (him, he).

7. We expected the ones promoted to be (us, we) secretaries.

8. You assumed the new director to be (who, whom)?

ANALYZING ERRORS IN VERBS

(See "Principal Parts of Troublesome Verbs" in your notebook.)

Correct the incorrect verbs:

1. You should of typed that report more carefully.
2. The river had overflown its banks, but Tom dove in and swum across.
3. The milk had froze and burst the bottle.
4. I haven't spoke to the boss about the picture I hanged yesterday.
5. She raised six children after her husband was slain.
6. The camera was shook too much when the picture was took.
7. She waked at dawn but continued laying in bed.
8. The pipes had sprang a leak and spewed water on the desk.
9. He was hung after he slew his wife.
10. The patient laid in bed while the guest set beside him.

Which sentences are correct? 16 a-g
30 a

1. The cause of his many failures were easy to discover.
2. The total of bills was high.
3. Every one of the pictures looks fine to me.
4. Do each of them know where to go?
5. The presence of so many older women were disconcerting.
6. A flashlight and an old tin can are all that you will need.
7. Each of the men have chosen to go his own way.
8. The committee now understand the fresh problems which lay ahead.
9. Either the workmen or the employer were notified today.
10. Have you been laying there all day?

VERBS, VERBS, VERBS!

A verb is a word that tells what the subject of the sentence is doing or what is being done to it. The verb is the most important part of speech in our language because verbs are the action words. Next time you are reading your favorite novel or article, notice that the author will probably use more verbs than any other part of speech.

PROPERTIES OF VERBS. A verb has five properties: person, number, voice, mood, and tense.

*PERSON AND NUMBER. A verb must agree with its subject in person and number. A verb is in the first, second, or third person as its subject is in the first, second, or third person.

First person: I am sure you are hoping for an early dismissal.
Second person: I am sure you are hoping for an early dismissal.
Third person: I am sure you are hoping he is on his way home.

A singular verb requires a singular subject; a plural subject requires a plural verb.

SINGULAR: She was leaving her house.
PLURAL: What do they want now?

When two singular subjects are joined by and, the verb should be plural.

The director and his staff are in conference.
The assistance of three attorneys, two economists, and a scientist was (not were) necessary to prepare the case.
The Secretary, together with his Assistant Secretaries, is expected shortly.

Note that in the last two sentences, the number of the subject is not changed by phrases between it and the verb.

EXCEPTION: When two singular subjects connected by and present a single idea, the verb may be singular.

His chief pride and joy is his beautiful home.
Bread and jam was the child's favorite food.
Lobster tails is the first item on the menu.
Soup and salad is too light a lunch.
A large home and a sizable bank account is his aim.
Hawkins and Thurston is a law firm.
Playing the piano and singing simultaneously is hard.
Ham and eggs is my favorite breakfast.
A horse and buggy was a necessity.
Mary and Clarence at the same table is unthinkable.

When two or more subjects are connected by or, either ... or, or neither ... nor, the verb agrees with the nearest subject.

Neither the Senator nor his assistants are attending.
Neither the assistants nor the Senator is attending.
Either the Presidents or his aides are expected to be there.
Either his aides or the President is expected to be there.

Words stating time, money, fractions, weight, and amounts are generally singular and take a singular verb.

Thirty days is a reasonable period.
Three yards of rope is sufficient.
Two thirds of three is two. (Expressed as a unit.)
Two times two equals four. (Some books treat times as plural.)
Two plus two equals four.
Twenty minutes is not long enough for the test.
Six divided by three is two.
Seven minus two is five.
Three and four are seven. (Subject is compound.)
Fifty cents is the price.
Ten miles is a long way to walk.

See 16b for exception to this rule.

*NUMBER

The words the number are generally singular while a number is generally plural.

The number of people here is surprising.
A number of people were unable to attend the meeting.

Titles of books, works of art, plays, etc., and quotations expressing a single idea use singular verbs.

"Bartlett's Familiar Quotations" is a handy book.
Johnson's "Lives of Poets" was published in the 18th century.

When the subject and the predicate nominative are different in number, the verb agrees with the subject, not the predicate nominative.

The clothes that we received were the most appreciated gift.
The most appreciated gift was the clothes that we received.
Most of all we appreciated the clothes that you sent us.

Every or many a before a word or series of words is followed by a singular verb.

Every man, woman, and child was asked to contribute.
Many a boy in these circumstances has hoped for a lucky break.

When the subject comes after the verb is in sentences beginning with here, there, and where, be especially careful to determine the subject and make sure that the verb agrees with it.

Where are your mother and father?
There are three courses of action we can take.
Here are your coat and hat.

NOUNS, PRONOUNS AND VERBS

MORE PRACTICE: DETERMINING SUBJECT AND VERB

Underline the subject once, the verb twice.

1. Have you been waiting long for an appointment?
2. There are many questionnaires on the subject in the files.
3. Despite the many difficulties, we expect to complete our project.
4. The index for the book has not been completed yet.
5. High on the list is our request for funds.
6. The Secretary, in addition to the Assistant Secretary, is coming.
7. Try the alternative plan tomorrow.
8. From every State came delegates and alternates.
9. What were the principal objections to our proposal?
10. Not only our director but also the staff will assist in every way.
11. Funds for a new building have been recently requested.
12. Should he call, ask him to call again at 4:30.
13. She takes dictation and types very satisfactorily.
14. Have they been receiving our newsletter each week?

Practice in
SUBJECT-VERB AGREEMENT

1. A trio of boys (was scheduled, were scheduled) to sing.
2. A box of eggs (is, are) on the table.
3. There (is, are) a group ready to enter now.
4. Here (come, comes) my brother and his friend.
5. Pete or I (are, am) responsible for the accident.
6. The new model, as well as several older models, (is included, are included) in the sale.
7. The purpose of such fantastic claims (is, are) to create panic among American citizens.
8. The slum districts of any large city in this country (breed, breeds) crime and disease.
9. Neither rain nor snow nor heat nor gloom of night (stays, stay) these couriers from the swift completion of their appointed rounds.
10. Three quarts of anti-freeze (is, are) not enough.
11. Our football team (is, are) popular.
12. One third of the paper (was sold, were sold).
13. Everyone opened (their, his) book and (was, were) ready.
14. A number of men (were hurt, was hurt).
15. The vessel, with its entire crew and cargo, (were lost, was lost).
16. Macaroni and cheese (are, is) the cafeteria special on Friday.
17. Neither Don nor Russell (wants, want) the job.
18. Both the funds appropriated by the legislature and the income from the sales tax (was exhausted, were exhausted).
19. The crowd (was fighting, were fighting) for (their lives, its life).
20. The crowd (was, were) quiet.
21. Every one of his sons (have, has) been successful.

22. Fifteen minutes (is, are) enough time for this exercise.

23. "The Magnificent Ambersons" (is, are) worth reading.

24. The sum and substance of the letter (was, were) anti-American.

25. Broadway at 48th Street and the surrounding area (is known, are known) as Tin Pan Alley.

26. She is one of those teachers who (is, are) inspiring.

27. The number of accidents (are, is) great.

28. One-fifth of the boats (were lost, was lost).

29. It was they who (were, was) to do the work.

30. Joe is one of the boys who (are, is) on time.

31. It is I who (am, is) to make the call.

32. Joe is the only one of the boys who (are, is) on time.

33. The cost of his explorations (was, were) paid by scientists.

34. Neither the President nor the FBI (were, was) willing to release any information.

35. Every planet, including the earth, (revolves, revolve) around the sun.

PRACTICE: AGREEMENT OF SUBJECT AND VERB

Use <u>is</u> or <u>are</u> in the blanks.

1. He is one of those men who _____ always eager to assist.
2. The chairman, as well as board of directors, _____ voting now.
3. A great number of employees _____ interested in the plan.
4. There _____ my boss and yours standing together.
5. This is one of the seminars that _____ always popular.
6. Neither the letter nor the enclosure _____ a satisfactory answer.
7. Here _____ two magazines to read.
8. The great number of employees attending _____ astonishing.
9. Either management or the union _____ disputing the contract.
10. Only Grace, Sam, and Carl _____ expected today.

Refer to "Principal Parts Of Troublesome Verbs" in your notebook. (p. 59-63)

PRACTICE: USING VERBS

Correct the incorrect verb.

1. We begun to think you had forgotten the appointment.
2. The river rose and the water overflowed its banks.
3. Has the drain overflown?
4. You should have went sooner.
5. Have they spoke to the chief about it?
6. The telephone has rang at least twelve times.
7. She had went before I knew it.
8. The reflecting pool had froze solid.
9. Have you got any erasers?
10. Since it does not work, the typewriter must be broke.
11. He has bore all his afflictions with fortitude.
12. A wreath from our office laid on the grave.
13. I saw that the pipes in our anteroom had bursted.
14. We volunteers strove to do the job well.
15. At the end of the day, she was all wore out.

PRINCIPAL PARTS OF VERBS. The principal parts of a verb are the three forms from which all tenses are made. These three forms are the present infinitive without the to, the past tense, and the past participle. Except in the case of the verb be, the present infinitive has always the same form as the first person, singular number, present tense, indicative mood. A knowledge of the principal parts of verbs is indispensable to careful writing and speaking.

PRINCIPAL PARTS OF TROUBLESOME VERBS

Present Infinitive or Present Tense	Past Tense	Past Participle
abide	abode, abided	abode, abided
arise	arose	arisen
awake	awoke, awaked	awaked
bare	bared	bared
be (am, are, is)	was	been
bear (carry)	bore	borne
bear (give birth to)	bore	borne, born
begin	began	begun
bid (command)	bade	bidden
bid (offer to pay)	bid	bid
bite	bit	bitten
blow	blew	blown
break	broke	broken
burst	burst	burst
buy	bought	bought

Present Infinitive or Present Tense	Past Tense	Past Participle
catch	caught	caught
choose	chose	chosen
cleave (cling)	cleaved	cleaved
cleave (cut)	cleft, cleaved	cleft, cleaved, cloven
come	came	come
creep	crept	crept
deal	dealt	dealt
dive	dived	dived
do	did	done
drag	dragged	dragged
dream	dreamed, dreamt	dreamed, dreamt
draw	drew	drawn
drown	drowned	drowned
dwell	dwelt	dwelt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
flee	fled	fled
fling	flung	flung

Present Infinitive or Present Tense	Past Tense	Past Participle
flow	flowed	flowed
fly	flew	flown
forget	forgot	forgotten, forgot
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (suspend)	hung	hung
hang (execute)	hanged	hanged
hide	hid	hidden
know	knew	known
lay	laid	laid
lead	led	led
lend	lent	lent
lie (recline)	lay	lain
lie (falsify)	lied	lied
light	lighted, lit	lighted, lit
loose	loosed	loosed
loosen	loosened	loosened
lose	lost	lost
mean	meant	meant
meet	met	met
mend	mended	mended
pay	paid	paid

Present Infinitive or Present Tense	Past Tense	Past Participle
prove	proved	proved, proven
raise	raised	raised
reach	reached	reached
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
row	rowed	rowed
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
set	set	set
shake	shook	shaken
shed	shed	shed
shine (beam)	shone	shone
shine (polish)	shined	shined
show	showed	shown, showed
sing	sang	sung

Present Infinitive or Present Tense	Past Tense	Past Participle
singe	singed	singed
sink	sank, sunk	sunk, sunken
sit	sat	sat
slay	slew	slain
slide	slid	slidden, slid
sow	sowed	sowed, sown
spew	spewed	spewed
speak	spoke	spoken
spring	sprang, sprung	sprung
steal	stole	stolen
sting	stung	stung
strive	strove, strived	striven, strived
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
throw	threw	thrown
wake	waked, woke	waked, woken
wear	wore	worn
weave	wove	woven
wring	wrung	wrung
write	wrote	written

* ACTIVE VERSUS PASSIVE VOICE

The voice of a verb indicates whether the subject is performing the action or whether something is performing the action upon it. (Refer to the basic sentence patterns in Section II.)

> ACTIVE VOICE: Lightning struck the barn. (The subject is acting.)
> PASSIVE VOICE: The barn was struck by lightning. (The subject is acted upon.)

The passive form always consists of some form of the verb "be" plus the past participle. Notice, too, that the sentence becomes longer when you use the passive voice. About 90-95% of the time, use the active voice. The active voice produces a more direct, head-on sentence, and a shorter, less awkward sentence. Too much passive voice within a paragraph may cause a weak, monotonous style. When you write, go on a "be hunt" to weed out much of the passive voice. "Be" disguises and tags onto other verbs and makes writing impersonal.

> It is earnestly recommended that every effort be made by the author to make sure that passive voice is changed to active voice so that the writing of the author can be more easily understood by the reader. (38 words)

Passive voice is useful in the following situations:

1. Use the passive voice to express an action in which the actor or subject is unknown.

   The fields had been sprayed with insecticide.

2. Use the passive voice to express action in which it is desirable not to disclose the actor.

   A mistake has been made in issuing the order.

3. Use the passive voice to express action when you wish to emphasize the subject.

   I was met by the President of the United States. (This is something that doesn't happen every day.)

4. In some instances the passive voice is more convenient and just as effective as the active voice. The following sentences containing verbs in the passive voice are entirely acceptable.

   America was discovered in 1492.
   We were drenched by the rain and frozen by the icy wind.
   Carl has been barred from interscholastic activities.
   Miss Green, who is well liked by the students, has been invited to act as chaperon.

THE PASSIVE VOICE

In Government writing, the passive voice is overworked. (That is not to say it doesn't have its place -- it does.) In order to "fight" the passive, we must first be able to identify it. Note the characteristics of the passive sentence below:

Active - A dog bit him.

Passive - He was bitten by a dog.

In the passive voice the subject receives the action of the verb -- ALWAYS.

The verb contains a form of the verb "to be" -- ALWAYS
The verb contains a past participle -- ALWAYS
The "by phrase" is sometimes not stated, i.e., He was drafted.

In this exercise, all the sentences are in the passive voice. First, go through and underline each subject once and each verb twice. Then, change each to the active voice. Keep the active verb in the same tense as the passive verb.

Example: (1) He was promoted by his boss. Past Passive

(2) His boss promoted him. Past Active

Where the "by phrase" is missing (understood). make up your own for the subject. Some sentences will contain more than one clause.

1. My son was drafted by the Army.

_____

2. Sam's car was hit by a truck.

_____

3. Susan is often praised by her boss.

_____

4. We were overcharged by GSA.

_____

5. He and I are going to be transferred.

_____

6. Harry's negligence has been well documented by the boss.

_____

7. I was bored to tears by that speaker.

_____

8. No way has yet been found to solve this problem.

_____

9. Each form is evaluated by Sam before it is finally approved by Joe.

_____

10. If this bill isn't paid by December 18, you will be charged 1½%.

_____

11. It is believed by the undersigned that the report should be rewritten by your office.

_____

_____

12. The bank was robbed by two men. They were observed by the police, however, and were caught almost immediately.

_____

_____

* MOOD

Mood shows the verb's manner of expression. There are three moods: indicative, subjunctive, and imperative.

The indicative mood--used to make a statement or ask a question--is used the most commonly.

It is forty miles to Baltimore, but we shall get there in time for dinner.
What is the correct form to use?

Imperative mood expresses a command, a request, a suggestion, entreaty, petition, or prayer. The subject of an imperative sentence is the pronoun you understood.

Stop!
Do be calm!
Let's go.
Have mercy upon us.
Let the children play until dinner.
Please sign the form before returning it.

The Subjunctive Mood

The subjunctive equals the past tense, in structure.

Subjunctive is used after "if" and "wish" (when the statement is contrary to reality.)

I wish I were a rich woman.
He wishes he were not so short.
We wish we knew his name.
They wish they had a car.

I wish he liked me.

If he were here we could go.
If I had a car I would take you.
If I knew her number I would call her.
If I loved him I would marry him.

Past subjunctive equals Past Perfect tense.

If I had known you were coming I'd have baked a cake.
We would be your witnesses if we had seen the accident.

KINDS OF VERBS. Verbs are divided into two general classes: transitive and intransitive.

1. A transitive verb is a verb that takes an object.

   Push this button if you want a light.
   He almost made himself a martyr.

2. An intransitive verb is a verb that does not take an object.

   The sun shone brightly.
   The old man nodded.

It is possible that a verb can be transitive in one sentence and intransitive in another.

   We set the vase in the window.
   The vase had been set in the window.

SPECIAL TYPES OF VERBS

* * An auxiliary or helping verb is an assistant verb. It is used before main verbs to form the passive voice, to produce certain tenses, to ask questions, to make negative statements, and to express various shades of meaning.

   They have been studying diligently.
   I do not like the course.
   Did you enjoy your voyage?
   If he had searched more carefully, he might have found the money.

   The best known auxiliary verbs are be, do, have, shall, will, can, must, might, could, would, and should.

* * A phrasal verb is any verb that is more than one word long. It is a combination of one or more auxiliary verbs with a main verb.

   They were given many opportunities.
   Mr. Foster will be more lonely than ever.

* * Linking verbs (or inactive verbs) are verbs that link the subject with predicate noun, predicate pronoun, or a predicate adjective. They are always intransitive.

   He looked sad.
   This is she.
   He was President at that time.
   The mixture smelled bad.
   The cake tasted good.
   The shag rug feels divine.

THE NOMINATIVE CASE BEFORE AND AFTER LINKING VERBS

A linking verb simply states that one thing is equal to another. All of the sentences below say basically the same thing:

Jane = happy

Jane is happy.

Jane seems happy.

Jane is becoming happy.

Jane grew happy.

Jane appeared happy.

Jane looks happy.

Jane sounds happy.

Jane should have been happy.

In this exercise, replace the equal sign with a linking verb. Choose verbs from the list above and use any tense you like. Use at least three verbs (from the above list) per sentence, and vary the tenses:

1. Mr. Brown = an engineer.

_____

2. These girls = typists.

_____

3. Randy = ill.

_____

4. The GSA store = new.

_____

LINKING VERBS

All sentences below contain a linking verb. Note all nouns and pronouns (underlined) are in the nominative case. Underline twice the complete linking verb in each sentence.

1. I am a secretary.
2. George will be the new director.
3. The one in charge this week is I.
4. Mr. Blitherbox will be our boss.
5. Next week I will have been director for one year.
6. Oh dear-- our cat Tom is a she!
7. The person they elect might be I.
8. These paper clips are the wrong size.
9. He will be President.
10. The fare was only a nickel.
11. It could have been she.
12. If you don't watch out, you will become a fat lady.

7b
7c
40d
12d

LINKING VERBS

There are no errors in the following sentences.

a. Distinguish between predicate nominatives, predicate pronouns and predicate adjectives.

b. Note that all verbs are either some form of "to be" or some other "linking verb." Underline each linking verb twice.

P.A.

Example: That report is excellent. (Predicate adjective - an excellent report)

1. The report is long.
2. Mr. Green will be the new director.
3. She will be tall.
4. My goal is a GS-7.
5. This typewriter looks old.
6. This coffee tastes bitter.
7. My boss sounded upset.
8. The girl they pick will no doubt be I.
9. The man standing by the door is he.
10. This is she.
11. All our equipment appears new.
12. Proofreading is a long, tedious job.
13. Nixon will be President at least until 1972.
14. The girl who works overtime is always she.
15. His successes were pure luck.

USE OF LIE, LAY, SIT, SET, RISE AND RAISE

How do we tell which of these troublesome verbs to use?

lie - means to rest or recline and is also used to refer to time, geographical locations, and resting objects.
sit - means to rest.
rise - means to go or to get up.
These three verbs will never have direct objects; they have no passive voice.

lay - means to place.
set - means to place.
raise - means to force something upward.
These verbs always have a direct object; they may be used in either the active or passive voice.

Examples:

He spent the day lying around the house. (resting)
Someone laid the dictionary on my glasses. (placed)
Your hat was lying on the hall table. (resting)
Beyond the valley lies the mountain. (location)
The solution to the problem lies in the future. (time)
The shells had lain there for a million years. (resting)

We have been sitting in front of the television all night. (reclining)
Set the new cup on the shelf. (place)
He will be sure to sit in an aisle seat. (recline)

The flood made the river rise above its banks. (to go up)
Please raise the venetian blinds. (to force something upward)
"The sun also rises." (to go up)
The workmen raised the pulleys so that we could get by. (force something upward)
The moon and tide are rising. (to go up)

NOTE: The newspaper had been laid in the rain.
He laid the newspaper in the rain.
The newspaper was lying in the rain.
The newspaper lay in the rain.
The newspaper lies in the rain.

Lie and Lay
Which to use when
Has troubled some excellent men.

You may say that you lay
In bed yesterday--

If you do it today,
You're a hen.

To Lie--Instransitive; takes no object; but never passive. Meaning: To rest, recline.
Present: lie Past: lay Past Participle: lain Present Part.: lying

Present:

I lie down every day
You lie down every day
He, she, it lies down every day

We lie down every day
You lie down every day
They lie down every day

Past:

I lay down yesterday
You lay down yesterday
He, She, it lay down yesterday

We lay down yesterday
You lay down yesterday
They lay down yesterday

Present Perfect:

I have lain down after lunch lately.
You have lain down after lunch lately.
He, she, it has lain down after lunch lately.

We have lain down after lunch lately.
You have lain down after lunch lately.
They have lain down after lunch lately.

Remember: Objects, as well as people, lie down. Example:
"This rug won't lie flat." "Your book's lying over there."

To Lay--Transitive; takes an object; or is passive. Meaning: To place, put.
Present: lay Past: laid Past Participle: laid Present Part.: laying

Present:

I lay it there every day.
You lay it there every day.
He, she, it lays it there every day.

We lay it there every day.
You lay it there every day.
They lay it there every day.

Past:

I laid it there yesterday.
You laid it there yesterday.
He, she, it laid it there yesterday.

We laid it there yesterday.
You laid it there yesterday.
They laid it there yesterday.

Present Perfect:

I have laid it there for years.
You have laid it there for years.
He, she, it has laid it there for years.

We have laid it there for years.
You have laid it there for years.
They have laid it there for years.

Present Participle: "They are laying the rug right now."

Test #1. (to be taken with key)

Two verbs are listed within the parentheses. Choose the correct one, and underline it.

1. I usually (lie, lay) down after lunch.
2. He ordered Rover to "(lay, lie) down!"
3. (Lie, Lay) it on the floor in that corner.
4. If you're so tired why don't you stop complaining and go (lie, lay) down.
5. Now I (lay, lie) me down to sleep.
6. She has (laid, lain) down after meals for several years now.
7. They (lay, laid) him to rest last week.
8. He made me so mad that I finally just (lay, laid) him out.
9. I've told him not to but he invariably (lies, lays) his boots on the table.
10. Yesterday afternoon I (lay, laid) in bed for 3 hours.
11. The nurse (lay, laid) the baby on the table.
12. I was (lying, laying) down when he called.
13. The garden tools have (laid, lain) outside all week.
14. They (lay, laid) on their stomachs, their eyes glued to the T.V.
15. He (lay, laid) the rug on the floor for me; I couldn't make it (lie, lay) flat.

PRACTICE: USING LAY AND LIE

Use a form of lay or lie in each blank.

1. The possibilities which _____ open to you are great.
2. Would you care to _____ down?
3. The cornerstone of that building has _____ there for 100 years.
4. This field has been _____ fallow for many years.
5. How long did you _____ awake last night?
6. The boundary marker was _____ by an early settler.
7. Today the ship _____ at anchor at Portsmouth.
8. The subdivision _____ two miles east of us now.
9. Two Presidents have been _____ to rest in Arlington.
10. The newspaper had been _____ in the rain.
11. The village _____ at the foot of a mountain.
12. They _____ the injured man on the stretcher.
13. Who can know where the solution _____?
14. The workmen are _____ the carpet now.
15. You should have _____ down while I was _____ down.

LIE, LAY, SIT, SET, RISE, AND RAISE

Insert the correct verb form in the blank space in each of the following sentences.

1. The book _____ on the floor. (lies, lays)
2. The cornerstone _____ in 1889. (was lain, was laid)
3. The waitress _____ the plate before me. (sat, set)
4. The sled now _____ in the ditch. (lays, lies)
5. I usually _____ the alarm clock. (set, sit)
6. _____ to the occasion, men! (raise, rise)
7. He asked where I _____ the book. (lay, laid)
8. Vancouver, British Columbia, _____ north of Seattle. (lays, lies)
9. We shall _____ the rug tomorrow morning. (lie, lay)
10. _____when ladies come into the room. (raise, rise)
11. After the hearing we _____the case before the committee. (lay, laid)
12. From where I _____ I could see the workmen. (set, sat)
13. The flowers _____ on the table for an hour before she came for them. (had lain, had laid)
14. It has _____ there almost a week. (laid, lain)
15. A large vase _____ in that archway. (sits, sets)
16. One of his clocks _____ on the shelf. (sits, sets)
17. Have they _____asleep since lunch? (laid, lain)
18. A petunia plant _____ on the window sill. (sits, sets)
19. The pen _____on the floor for several days. (lay, laid)
20. The bookkeeper_____the figures down in a row. (sit, set)
21. Beautiful carpets _____on her floors. (lay, lie)
22. She _____down an hour after each meal. (lays, lies)
23. Jane _____the baby in the sun. (lay, laid)

MORE PRACTICE: DETERMINING CASE AND VERB AGREEMENT

1. The man (who, whom) you recommend will be invited by (we, us) officials.

2. Each of the workmen (was, were) here to give (his, their) report.

3. All of the women but (she, her) thought him to be (me, I).

4. (Is, Are) Frank and (he, him) the ones (who, whom) we saw?

5. Here (comes, come) Ray and (she, her) with Jack and (he, him).

6. It seemed as if Ted (was, were) with us.

7. He (set, sat) down and (laid, lay) his briefcase down silently.

8. Neither Mary nor (me, I) (are, am,is) to be transferred.

9. We wished that it (was, were) Friday.

10. The directive was sent to me who (are, am, is) responsible.

11. The sound of the bells (was, were) heard throughout the hall.

12. She told Harry and (I, me) (who, whom) she wanted.

13. Here (is, are) the criteria to be used in judging stock requirements.

14. Some of (we, us) employees (flies, fly) every month.

15. We feel a number of failures (is, are) to be expected.

Test #2 (To be taken without key)

Two verbs are listed within the parentheses. Underline the correct one.

1. If I could have, I would have (lain, laid) down every afternoon.
2. I had a lot of trouble (laying, lying) that rug, but now it (lays, lies) flat.
3. I (lay, laid) on the sofa and pondered the problem for hours.
4. His bicycle has (lain, laid) in the back yard all week.
5. She was (laying, lying) down when we arrived.
6. Jimmie's mother (lay, laid) him on the table.
7. Saturday afternoon he (lay, laid) down and read.
8. It annoys me when he (lies, lays) his schoolbooks on the living room table.
9. They (lay, laid) him to rest on a Sunday.
10. He had just (laid, lain) down for a nap when the phone rang.
11. Stop fussing and go (lie, lay) down.
12. (Lay, Lie) it over there.
13. He told his dog to (lie, lay) down.
14. "Where is my coat?"--"It's (laying, lying) on the bed."
15. My grandmother has (laid, lain) down after lunch in recent years.

ADJECTIVES & ADVERBS

ANALYZING ERRORS IN MODIFIERS

40a-d
42a-c
43b,c

Indicate which sentences are correct. Correct the incorrect words.

1. I feel badly about your not going.
2. Does it look good? It tastes badly to me.
3. Which of the two typewriters is the least expensive?
4. College English is quite different than high school English.
5. We may expect less accidents here this summer.
6. Nobody likes those kind of pencils.
7. The ten last pages of the book are missing.
8. It was raining steady and we proceeded very careful.
9. We couldn't hardly hear or scarcely see from where we sat.
10. His office is further down the hall.
11. We saw no reason for being enthused about the plan.
12. The report is all together wrong.
13. Are these kind of desks alright with you?
14. He seemed very sincere and spoke very honest.
15. Your boss sure is young and lively.
16. Those kind of people are objectionable.
17. These sort of occurrences have annoyed him.
18. Which do you consider best, prose or poetry?
19. That was the most complete victory of the war.
20. Betsy is the prettiest of the two sisters.
21. These kind of judges are the unmercifulest in the world.
22. What use will they make of this data?
23. He worked long and faithfully.

24. She danced so good that her card was filled out real quick.

25. The prisoner felt miserably in his cell.

26. Most any citizen would admire our mayor.

27. He is hiding someplace.

28. Joe's letter states the problem better than John.

29. This text is as good, if not better than that one.

30. I have known him longer than John.

31. There have been more successful prosecutions of tax fraud cases in the "X" district this year.

32. He has a better record than any agent in our group.

38
39
42a

ADJECTIVES AND ADVERBS

Degrees of Comparison

Under the state marketing agreement in California, olives are graded according to these size standards:

> medium, large, larger, mammoth, giant, jumbo, colossal, supercolossal

thus making large olives almost the smallest obtainable.

Grammatically, however, there are only three sizes:

POSITIVE	COMPARATIVE	SUPERLATIVE
large	larger	largest
small	smaller	smallest
bad	worse	worst
good	better	best
late	later, latter	latest, last
little	less, lesser	least
many	more	most
much	more	most (no such word as muchly)
north	more northern	northernmost
in	inner	innermost, inmost
top	----------	topmost
well	better	best
far	farther, further	farthest, furthest

Hyman Kaplan once startled his night school teacher with:

bad	worse	rotten
good	better	high-class
cold	colder	below zero

COMPARISONS

1. The President was the oldest of seven children. (Change seven to two.)

2. I have a better job than any other employee in my office. (Begin this with: "My job is...")

3. Cleveland is the largest city in the State of Ohio. (Use comparative.)

4. New York City is larger than any other city in the United States. (Use superlative.)

5. Hanson is the oldest man in his office. (Use comparative.)

6. I trust Frank more than John. (Rewrite, beginning: "Frank, I trust...")

7. Mr. Blake has hired more people than any other man in his office. (Begin: "No man in Mr. Blake's office has...")

8. Helen has two friends. Richard is rich and homely. Paul is poor and handsome. (Express this in a single sentence in which you compare the two.)

CORRECT THE FOLLOWING SENTENCES

9. The new Director of Health, Education, and Welfare, is one of the youngest, if not the youngest educator to become the head of a Government agency.

10. The standard of living in the United States has been raised to a point higher than any country in the world.

11. Their scientists are fully as clever, if not more clever than ours are.

12. Mount Everest is higher than any mountain known to man.

13. Life is becoming more complex. (Illustrate the repetition of the comparative of superiority.)

14. The book was informative. (Illustrate the absolute superlative.)

4e
37c
40c

PRACTICE: USING MODIFIERS

Correct the incorrect modifier.

1. Speak low.
2. I type as good as she does.
3. Behave as convincingly as possible.
4. Has she been working steady?
5. The new ambassador is more friendlier than the last.
6. Three projects confronted us and we did the harder one first.
7. Our boss makes up his mind too slow.
8. He does not behave proper in the office.
9. They usually come in late in the mornings.
10. We must drive fast to arrive on time.

List some adjectives ending in ly:

List some adverbs not ending in ly:

(47g, 84e) (47, 48c) (3d, 44j)

SQUINTING, MISPLACED, AND DANGLING MODIFIERS

A squinting modifier is a word or a group of words that could possibly modify more than one word in the sentence.

WRONG: The physician told him frequently to exercise.

Do we mean that the patient is supposed to exercise often or that the doctor told him often?

The physician frequently told him to exercise.
or
The physician told him to exercise frequently.

WRONG: He assured the supervisor with tearful eyes that he had had not been asleep at his desk.

Who had tearful eyes? We can be almost sure that it was the employee.

With tearful eyes, he assured the supervisor that he had not been asleep at his desk.

A misplaced modifier is a word, phrase, or clause that is placed next to the wrong word in the sentence. A sentence like this can usually be corrected by placing the modifier next to the word it describes.

WRONG: WANTED: a house for five with bay windows.
RIGHT: WANTED: a house with bay windows for five.

WRONG: No security regulations shall be distributed to personnel that are out of date.
RIGHT: No security regulations that are out of date shall be issued to personnel.

A sentence with a dangling modifier simply has no word in the sentence that the modifier can sensibly modify. Generally, a sentence with a dangler requires some rewriting with the addition of "people words" or pronouns so that it makes sense.

WRONG: Entering the room quickly, the corpse was found. (The corpse did not enter the room.)
RIGHT: Entering the room quickly, we found the corpse.

WRONG: Flattened to the ground by the wind, the farmer sadly viewed his field of full-ripened wheat. Then he turned toward the house full ofrage. (I doubt that the farmer was flattened by the wind or that the house was full of rage.)
RIGHT: The farmer sadly viewed his field of full-ripened wheat flattened to the ground. Then, full of rage, he turned toward the house.

Squinting 47g, 84e
Misplaced 48c, 47
Dangling 3d, 44k

SENTENCES TO RETOUCH

Correct all the squinting, dangling, and misplaced modifiers. Be able to explain your revisions.

1. He gave her dog biscuits only.

2. Going down the drain, I heard the chemical make a boiling sound.

3. When inflated with air, six people can be carried on the raft.

4. The boss has asked for a report on the number of applications held by personnel offices in the regions which are over a month old.

5. Stay tuned in and I'll be back and tell you how you can spend six weeks in Hawaii in a minute.

6. The man who is honest is usually happy.

7. "Does a gentleman live here with one eye named Walker?" (Perhaps we should say, "I don't know. What's the name of the other eye?")

8. While laughing at the antics of his small son, his jaw became unlocked.

9. After eating his lunch, the woman told the man what to do to earn it.

10. He said today that the game would be played.

11. Credit cards shall not be given to customers unless the manager has purched them first.

12. The committee member they were discussing furtively rose and left the room.

13. When opening the can, it should be grasped firmly to avoid scalding.

14. To understand space rockets, a knowledge of physics is required.

15. Pike's Peak is a very steep grade for any automobile, and to climb it in low gear is required.

16. After Bill's dancing until midnight, his feet were tired and swollen.

17. The recipe should be followed to get best results, but some cooks make a practice of guessing at the ingredients.

18. The dealer warned us to make the repairs ourselves would cost a great deal of time and money.

19. The book is about the war that I borrowed.

20. The man was mopping up the floor with his wife.

21. Yesterday Mrs. A. E. Brown was hurt while cooking her husband's breakfast in a horrible manner.

22. Engineers, surveying for a railroad in Northern Turkestan, have uncovered the skeleton of a massive saurian that must have passed away three million years ago last Friday.

23. Mrs. DePeyser has resigned as an officer of this organization after having served for 20 years as treasurer to the regret of all the members.

ARTICLES

ARTICLES are the adjectives a, an, and the. The is called the definite article because it identifies a particular person, place, or thing. The indefinite article a is used before consonants; the indefinite article an is used before silent h, and vowels, except u pronounced as in use and o pronounced as in one.

a house	a university	a oneness	a few
an honor	an ulcer	an onlooker	a eulogy

When a group of initials begins with the sounded consonants b, c, d, g, j, k, p, q, t, v, w, y, z, or the letter u, the indefinite article a is used.

a JFK memorial a UN meeting a WCTU gathering

When a group of initials begins with a, e, f, h, i, l, m, n, o, r, s, or z, the indefinite article an is used.

an FHA mortgage an HEW office an SEC ruling

An will be used before numbers with a vowel sound, a before numbers with a consonant sound.

an 8-hour day a 5th a $100 dinner an 80% loss

ANALYZING ERRORS IN ARTICLES, PREPOSITIONS, AND CONJUNCTIONS

Correct the incorrect word:

1. My boss is angry at me because I am not proficient with shorthand.
2. A HEW official does not concur with our opinion.
3. Just between you, John, and me, the paper is devoid in significance.
4. Is it agreeable with you if we dissent from their stand?
5. She was guarding against the copy being different than the original.
6. Like I said before, I sympathize with you.
7. The delegates agreed with the proposal at a OAS meeting.
8. They were oblivious to the noise right besides them.
9. It seems like he is not capable in the work.
10. They were rewarded by a citation identical to ours.

PREPOSITIONS

Remember that nouns and pronouns which are the objects of prepositions must be in the objective case.

about	above	across	after
against	along	amid (st)	among
around	at	before	behind
below	beneath	beside(s)	beyond
between	but(except)	by	concerning
down	during	except	for
from	throughout	to	toward
under	until	into	in
unto	like	of	off
on	over	past	since
through	up	upon	with
within	without		

THE OBJECTIVE CASE IN PREPOSITIONAL PHRASES

A prepositional phrase contains a preposition plus one or more objects, i.e., after the storm; between him and me. Our language, because it contains so many prepositions, is loaded with prepositional phrases.

Examples: She typed four copies of the contract without a single error.

The Viet Cong attacks on our forces have been heavy since last fall.

(You) Look in that cabinet above the sink on the second shelf.

In the following sentences, draw a box around each prepositional phrase. Underline each subject once, each verb twice. (Don't be tricked by sentences which contain no prepositional phrase.)

1. He placed the letter on the desk.
2. At a convention in Atlanta, we heard about his fine work.
3. In April, GPO will reprint the book.
4. I don't know what we would do without her.
5. The Government hopes to lower taxes by 1971.
6. Around this time of year, I begin to yearn for a vacation.
7. He walked past us without speaking; he was like a man in a trance.
8. On a clear day, you can see for miles.
9. He walked quickly toward me.
10. Mr. Brown felt that GSA should reimburse us.

Note that all nouns and pronouns which are the objects of prepositions must be in the objective case.

Idiomatic Phrases

Sometimes these pesky prepositions cling like barnacles to certain verbs, adjectives, or nouns. In some cases these prepositions have become fused with these words into an indestructible idiom. Often there is no rhyme or reason for using one preposition rather than another. The most frequent idiomatic uses are given here along with misuses sometimes heard.

abstain from
accord with
according to
addicted to
adept in
affinity with
agreeable to
among (a group - three or more)
angry with (a person)
angry at (a thing)
approve of
apply for (a position)
apply to (a person)
argue against, for (a policy)
agrue with (a person)
arrive in (a city)
arrive at (a small place)
at someone's house (not over, up, or by)
beside (by the side of)
besides (in addition to)
between (only two)
blame me for it (not blame it on me)
cannot help talking (not cannot help but talk)
capable of
charge against (a person)
charge with (a thing)
communicate to (a thing)
communicate with (a person)
compare with (an actual comparison)
compare to (an imagined or poetic comparison)
conformity with
contend against (an obstacle)
contend for (a principle)
contend with (a person
content himself with saying (not by saying)

continue (no preposition)
convenient for (a purpose or use)
convenient to (a place)
dabbling in
dabbing at
deals with
depend on
deprive of
desire to
desirous of
destructive of
devoid of
die of
disagree with
disappointed in (not at)
discuss (always needs a direct object)
disdain for
dissent from
doubt whether (not if)
employed for (a purpose)
employed at (a certain salary)
employed in, on, upon (a work or business)
empty of
enamored of (not about)
enter at (a given point)
enter in (a record)
enter into (agreements)
enter upon (duties)
equally with (never as)
equivalent to, in, or of (p. 147 in Revenue Writing)
(in size)
(the equivalent of) noun
(one amount is equivalent to another)
expect from (a thing)
expect of (a person)
feel (no preposition)
followed by
forbid you to do this (not from doing this)
foreign to
free from
frightened by, at
graduated from
impatient for (something desired)
impatient with (someone)
impatient of (restraint)
impatient at (someone's conduct)
impose on
independent of
inferior to
infringe (no preposition)
in search of (not for)
initiate into
inseparable from
knack of (not for)

listen to (not at)
meet (no preposition before people; with before abstractions;
difficulties, delays, etc.,)
mistake for
monopoly of
need of or for
obedient to
outloud is aloud
part from (a person)
part with (property or possessions)
prefer to
prerequisite to
proceed with (a matter already begun)
proceed to (a place or matter not begun)
proficient in
profit by
prohibit from
provided (not providing)
related to
rely on
repent of
rewarded for (a deed)
rewarded with (a gift)
rewarded by (a person)
sensitive to
separate from
similar to
stay at home
superior to
surrounded by (people)
surrounded with (things)
sympathy with (sharing another's feelings)
sympathy for (having pity for another)
treat of (a subject)
treat with (to negotiate)
try to (not try and)
unmindful of
use for
use of
vie with

- OMIT UNNECESSARY PREPOSITIONS.

blame on

over with

off of

plan on

where at

except of

meet with

continue on

CONJUNCTIONS

A conjunction is a word, or a group of words with the meaning of one word, that connects (links, joins, relates). A conjunction can connect words, phrases, clauses, or sometimes sentences.

Kinds:

Coordinating conjunctions connect words, phrases, or clauses of equal rank. There are six generally accepted coordinating conjunctions--and, but, or, nor, for, yet. (For and so are sometimes considered coordinating conjunctions.)

The Director and the Assistant Director will attend.
(Connecting a word with a word)

He is a man of great capability but of little experience.
(Connecting a phrase with a phrase)

He said that he had filed a claim for refund but that he had not heard anything further from this office.
(Connecting two subordinate clauses)

Mr. Carter is our Director, and Mr. Murphy is our Deputy.
(Connecting two coordinate clauses)

Different conjunctions are used to express different relationships. The common kinds of relationship between coordinate clauses are addition, contrast, choice, and explanation.

Addition: I wrote to him, and he wrote to me.

Contrast: I wrote to him, but he did not write to me.

Choice: You write to him, or I will write to him.
Mr. White cannot collect the money, nor can he get a loan.

Contrast: The faucet continually leaks, yet it never rusts.

Explanation or substantiation: I was eager to attend the conference, for I knew that the exchange of ideas would be stimulating.

We may use conjunctive adverbs to show coordination. The conjunctive adverbs serve the double purpose of connecting independent clauses and of showing relationships between the clauses. Although the clause introduced by a conjunctive adverb is grammatically independent, it is logically dependent on the preceding clause for complete meaning.

therefore	moreover	however
accordingly	besides	hence
consequently	nevertheless	indeed
furthermore	still	likewise
so		

Even though the conjunctive adverb has more modifying force than the coordinate conjunction, it has less connecting force. Clauses joined by a conjunctive adverb must be separated by a semicolon or a period.

The announcement came late; nevertheless, he must proceed with the preparations of the course.

I had a conflict in my schedule; therefore, I was not able to attend the staff meeting.

He has not made one recommendation; moreover, he has not even studied the reports.

These connectives should "lead the reader by the hand" and let him know what to expect. Frequently, these connectives are called "guideposts."

Additions to what has gone before: moreover, furthermore, besides, also, indeed

Exceptions or negations to what has gone before: but, however, nevertheless, yet

Cause or effect: therefore, thus, accordingly, consequently

Almost all these connectives are more gracefully used when put inside the sentence instead of at the beginning.

Correlative Conjunctions are used in pairs to emphasize relation between two ideas. The commonly accepted correlative conjunctions are:

either...or, neither...nor, both...and, not only...but also

Because correlative conjunctions connect parallel ideas, we must be careful to place these conjunctions before the words that balance each other.

Either the Director or the Assistant Director must attend.
(What is the subject of this sentence?)

Wrong: The coach was neither impressed with his plunging nor with his kicking.
Right: The coach was impressed neither with his plunging nor with his kicking.
(Both neither and nor precede the preposition with.)

Wrong: Not only is he interested in writing for pictures but also in acting in them.
Right: He is interested not only in writing for pictures but also in acting in them.

Wrong: When you went to Hobson's stables, you either had to take the horse near the door or none at all.
Right: When you went to Hobson's stables, you had to take either the horse near the door or none at all. (Either and or come before a substantive.)

Either of the boys will go.
(What part of speech is either in this sentence?)

Subordinating Conjunctions relate a noun or adverbial clause to its independent clause. These conjunctions introduce clauses that have all the potentialities of adverbs and indicate the exact relationship between the subordinate idea and the main idea. Here are some of those most frequently used.

after	since	inasmuch as
before	so that	as long as
until	that	as soon as
while	though	although
where	unless	why
when	if	wherever
as	what	
as if	whatever	
because	whenever	
how	whether	

The right connective or conjunction can aid the unity of a sentence. The wrong one can destroy it. The connectives can either reinforce or weaken the grammatical coordination and subordination of sentence elements. Even when all the main ideas are in independent clauses,

all the subordinate ideas in dependent clauses--even then, connectives can improve or spoil the unity of the sentence. Remember that one conjunction cannot be used for another. They do not have the same meanings. You must choose the one that exactly fits your intention. Here are some examples.

1. Time (when, until, before, after, while):

   When hurricane Beulah struck the coast, the Texans were in danger.
   Before hurricane Beulah struck the coast, the lands were dry.
   After hurricane Beulah struck the coast, the floods came.
   Be careful of while. While means during which time or at the same time.
   While hurricane Beulah ravaged the coast of Texas, the East Coast was receiving rain and wind from hurricane Arlene.
   Our land was dry until the rains came.

2. Place (where, wherever):

   Go where the action is.
   He runs wherever he goes.

3. Manner (as, as though):

   The Texans prepared for hurricane Beulah as they had been instructed.
   The Texans prepared for the hurricane as though they were frightened.

4. Condition (if, unless):

   If the hurricane stops, I shall try to make the trip.
   He will not be able to make the trip unless the weather clears.

5. Concession (although, though):

   Although the Rio Grande River was deep, he plunged in.
   The Texans would not give up their land, though it seemed ruined by the floods.

6. Cause or reason (because, for, since, as):

   They ran because they were scared.
   They stared at the Rio Grande in awe, for they had never seen such a torrent before.

   Watch the use of since and as; they have another function. Since introduces clauses of sequence of time, and as introduces clauses of duration of time. Because of the double function of these two words, we must be careful to use them only in sentences in which they cannot be misunderstood.

   Not: Since this report was prepared to analyze the effects of...
   (Could mean: Since the time that this report was prepared...)

But: Because this report was prepared...

Not: As I was typing the monthly report, he gave the assignment to Beth.
(Could mean: During the time that (or while) I was typing the monthly report...)

But: Because I was typing the monthly report...

When an as or since clause comes last in the sentence, the meaning can be made clear by the punctuation of the clause. If as or since is used as a time indicator, the clause it introduces is not set off from the sentence by a comma. But if the conjunction introduces a clause of cause or reason, the clause is set off by a comma.

Several changes in policy have occurred since the committee released its findings.
(No punctuation; since means since the time that)

Several changes in policy have occurred, since the committee released its findings.
(...because the committee released its findings)

Other adverbial clauses coming at the end of the sentence may be set off by commas if they are very long or need special emphasis.

I will call you at 2 o'clock, after the messenger brings the mail.
We must finish this report by Friday, even if we have to work on it all night.

7. Purpose (so that):

The farmers prepared carefully for the hurricane so that property loss would be minimum.

8. Degree (as):

Villagers from Laredo, the Mexican border town, swam the Rio Grande as vigorously as they could.
Some of the people in Brownsville went as far up the river as they could go in boats.

9. Comparison (than):

Some people could swim farther than others.
People who managed to get boats escaped the flood better than the people who swam.

10. Result (so...that):

The Mexicans worked so hard to rebuild Laredo that they rebuilt it in less than a month.
The farmers in Brownsville were so intent on saving their citrus crop that they also managed to save most of the vegetables and grain.

We may use relative pronouns to subordinate. Some relative pronouns--who, which, that, whom--introduce adjective clauses. Others--primarily that and the compound relative pronouns whichever, whatever, whoever, whomever--introduce noun clauses. Both types of relative pronouns connect the clause they introduce to the rest of the sentence.

The man who called for an appointment has arrived.
Office equipment that operates properly is an asset to any secretary.
Give the manual to whoever calls for it.
That he is fair is a well-known fact.

That may be omitted in noun clauses (especially those following such verbs as say, think, feel, believe, hope), and in adjective clauses, if the meaning of the sentence is clear.

Noun clause:
He said (that) he would pick up the mail by noon.

Adjective clause:
The book (that) I asked for is out on loan.

Certain words may be used as both prepositions and conjunctions. If a word takes an object and is a phrase, it is a preposition. But if a word is used to introduce a clause, it is a conjunction. Sometimes a conjunction may be used as a connective without introducing a clause. (correlative conjunctions)

Everybody but me thought Charles to be him. (preposition)
Everybody thought Charles to be him, but I was not convinced. (conjunction)
Here is the report for the boss. (preposition)
The boss hesitated on the decision, for the report contained top secret information. (conjunction)
He worked overtime until 9 o'clock. (preposition)
He worked overtime until he saw darkness beginning to settle. (conjunction)

Neither the supervisor nor the Director will be in town for the meeting. (Correlative conjunctions connecting two subjects)
Both Miss Bailey and Mrs. Ragsdale will attend the meeting in their places. (Analyze both in the above sentence)

CAUTION: Like is a preposition which is not interchangeable with the conjunctions as, as if, or as though:

It seems as though you will not finish the typing.
The report looks as if it may be satisfactory.

As I said before, we will complete the drill first.
(Under no circumstances would we ever say, "Like I said before...")

Use so and not as in a negative comparison.
WRONG: This paper is not as good as that paper.
That report is not as accurate as the first one.

RIGHT: This paper is as good as that paper.
This paper is not so good as that paper.
That report is as accurate as the first one.
That report is not so accurate as the first one.

Never use being as a substitute for the conjunctions since, because, or as.

WRONG: Being employed there for a number of years, I asked for an increase in salary.
WRONG: Being as how I was employed there for a number of years, I asked for an increase in salary.
RIGHT: Because I was employed there for a number of years, I asked for an increase in salary.

We may begin a sentence, or even a paragraph, with and, but, or any other coordinating conjunction. Remember that a coordinate conjunction or a conjunctive adverb at the beginning of a sentence is often a handy signpost for the reader, telling him in which direction this new sentence will carry him.

1. The reason for his return is (that - because) he forgot his briefcase.

2. The secretary had not typed more than one letter (until - when) the telephone began to ring.

3. The Director didn't act (like - as if) he were pleased about it.

4. We read in the papers (where - that) taxes may be raised.

5. The supervisor had hardly started to dictate (then - when) his caller arrived.

6. Fred went to meet his class, (and - but) he missed it somehow.

7. (Unless - Without) you keep your files in order, you can't always find the things you want.

8. (Due to, Because of) oversubscription, the forms were returned to the agencies.

9. The forms were returned (prior to - before) the nominees canceled.

10. The letter of reprimand was (in connection with - about) his inefficiency.

11. You will not have to report to work earlier (unless - except) you volunteer.

12. We have read your letter about a possible salary increase, (and - but) we are complying with your request.

13. (While - Although) I did not remember the applicant's name, I thought I could recognize her face.

14. (In spite of the fact that - Although) results were good, we still need furtner tests.

15. I saw in the bulletin (where - that) the new law has been put into effect.

16. We will be happy to help you (if - in the event that) you make a formal request.

INTERJECTIONS

Perhaps one day one of our ancestors, running barefoot along the forest floor, stepped suddenly on a sharp stone. He might have uttered a piercing cry of pain, shattering the silence. We can imagine him later relating the story to others and perhaps acting out the event. He might have used some of the same sound effects to make his story more vivid. No doubt his story was passed on to others. After frequent repetitions, the sound became a word, the word for pain or stone or sharp. Words uttered in moments of surprise, disgust, or pain--Ah! Oh! Phooey! Ouch!--are called INTERJECTIONS.

The following are some common interjections:

ah	lo
aha	O
alas	oh
fie	ouch
hurrah	pshaw
hark	my! (A pronoun becomes an interjection.)

The book is finished. Excellent! (Here, an adjective becomes an interjection.)

WHEN IS A VERB NOT A VERB?

A verb is not a verb when it is a verbal. Verbals are words formed from verbs; however, they can never act as verbs. The three kinds of verbals are gerunds, participles, and infinitives.

* 1. The infinitive is a form of a verb usually preceded by to that performs the work of a noun, an adjective, or an adverb.

THE INFINITIVE USED AS A NOUN

To screen these applications will take a long time.
(The infinitive to screen is the subject of the sentence.)
His intention was to screen these applications.
(The same infinitive to screen is used as a predicate nominative here.)
He wanted to screen these applications.
(The infinitive to screen is the direct object.)

The infinitive used as an adjective:

He had money to spend. (To spend modifies money.)
The reports to be rewritten are on my desk.
(To be rewritten modifies reports.)
We heard him speak. (The word to is understood here, and to speak modifies him.)

THE INFINITIVE USED AS AN ADJECTIVE:

Words like how, when, and where, placed between a transitive verb and an infinitive, may be idiomatically noun equivalents and may be modified by an infinitive serving as an adjective.

The boy quickly learned how to swim. (How, meaning the way, is the object of the verb learned and is modified by the infinitive to swim.)

The salesman did not know when to call.
(When, meaning the time, is the object of the verb did know, and is modified by the infinitive to call.)

The riders could not choose where to stop.
(Where, meaning a place, is the object of the verb could choose, and is modified by the infinitive to stop. The sentence is the same as "The riders could not choose a stopping place."

THE INFINITIVE USED AS AN ADVERB

I am ready to write the report now. (To write is the infinitive modifying the adjective ready.)
He went to look. (To look modifies went.)

We will try to finish by noon. (To finish modifies the verb will try.)
We wrote this directive to explain our policy. (To explain modifies the verb wrote.)

The infinitive may have its own subject and object. The infinitive may also have a complement.

Nobody wanted her to sing.
The pronoun her is the subject of the infinitive to sing.
The pronoun her is not the object of the verb wanted. The meaning of the sentence is not "Nobody wanted her." The infinitive to sing is not the object because the meaning of the sentence is not "Nobody wanted to sing." The infinitive with its subject (her to sing) is the object of the verb wanted.

THE INFINITIVE TO BE

There are special rules to remember about the infinitive to be. We remember that the subject of an infinitive is in the objective case. We also remember that a linking verb takes the same case after it as before it. (This is she.) Therefore, a noun or a pronoun used as the complement of the infinitive to be or an equivalent linking verb, is in the objective case.

Everybody but Charles thought her to be him.

But, when the infinitive of a linking verb has no subject, the complement is in the nominative case.

When the girl put on her brother's clothes, she appeared to be he.
The meaning is: "She was to all appearances he."

NOTE: Remember that the rules about the infinitive to be apply only to infinitives of a linking verb. Ordinarily, nouns or pronouns after all other infinitives are in the objective case.

Nobody wanted to see her. (Even though to see has no subject, her is in the objective case. It is the object of the infinitive to see.)

Additional information about the infinitive

Do not confuse the infinitive with the prepositional phrase.

THE INFINITIVE: She came to see us.
PREPOSITION: She came to our house.

IDIOMS: We allowed her to loiter.
We let her loiter. (Either of these sentences is correct. Whether the to is used is a matter of choice.)
I had (or would) rather wait.
We shall have to hurry means the same as "we must hurry."

THE QUESTION IS: TO SPLIT OR NOT TO SPLIT

An infinitive is split when adverbs are placed between the to and the verb form, and it's nothing to worry about. Sometimes splitting an infinitive may be the only way of expressing a thought naturally.

> To really know anything well, you have to devote much time to it. (The best place for really is where it is.) When, however, splitting an infinitive is unnecessary or results in an awkward or unnatural expression, we should certainly avoid it.
>
> POOR: I wanted to carefully weigh the matter.
> BETTER: I wanted to weigh the matter carefully.
> POOR: Use _____ to promptly relieve coughs.
> BETTER: Use _____ to relieve coughs promptly.
> POOR: Slated to soon clash for the cup, are the two all-star teams.
> BETTER: Slated to clash soon for the cup, are the two all-star teams.
> EITHER ONE: I wish to completely forget it. / I wish to forget it completely.

2. The gerund is the ing form of the verb used as a noun. In other words, it is a verbal noun.

> Swimming may be healthy exercise. (Swimming is the subject of the verb may be.)
> We will appreciate your sending this information. (Sending is the object of the verb will appreciate.)
> Note that the gerund is preceded by the possessive case (your), the same as any other noun.
> He insisted on attending the conference. (Attending is the object of the preposition on.)
> That is mere dreaming. (Dreaming is the predicate nominative after the linking verb is.)

The gerund probably causes less difficulty than the other verbals because of its consistency in appearance and usage. There are two problems to remember--the dangling gerund and the use of the possessive case before the gerund.

The gerund phrase, like the gerund itself, serves as a noun. But when this phrase becomes the object of a preposition, the result is that the gerund sometimes becomes a modifier.

> CORRECT: After meeting with his employees, he announced his decision.
> INCORRECT: After meeting with his employees, his decision was announced.
> INCORRECT: In making our decision, both sides of the question had to be considered.
> CORRECT: In making our decision, we had to consider both sides of the question.

The best way to avoid the dangling gerund is to be sure the word modified comes right after the gerund phrase, and usually this will be a "people" word or a personal pronoun.

* 3. Participles are forms of verbs that do the work of adjectives.

The participle has three tense forms:

Present participle: talking, writing
Past participle: talked, written, brought, etc.
Perfect participle: having talked, having written

The girl talking on the phone is our staff assistant.
(The participle talking modifies girl.)
The report, accurately written, was approved by the Chairman.
(The participle written, plus its modifier accurately, describes report.)
The secretary, pounding on the typewriter, stopped her work when the telephone persisted in ringing.
(The participle pounding modifies the word girl.)
The letter, having been typed and signed, was ready to be mailed.
(The participles having been typed and signed modify letter.)

When the participle or a participial phrase comes at the beginning of a sentence, in particular, we must make sure that the noun or pronoun that follows it agrees with it in sense.

Having eaten our delicious lunch, the horses were driven home.
Having eaten our delicious lunch, we drove the horses home. (In which sentence was the picnic spoiled?)

The first sentence tells us that the horses ate our delicious lunch, and that's enough to spoil any picnic. To make sure that we eat our delicious lunch, we must put the word we immediately after the participial phrase.

WRONG: The dog watched us, growling and snarling.
RIGHT: Growling and snarling, the dog watched us.
WRONG: The President made some rather vigorous remarks about the communists in Viet Nam, rising from his desk during the news conference.
RIGHT: Rising from his desk during the news conference, the President made some rather vigorous remarks about the communists in Viet Nam.

NOTE: Do not confuse the participle and the gerund. Their difference is clearly one of function. Remember that the participle is an adjective, and the gerund is a noun.

PRACTICE: RECOGNIZING GERUNDS, PARTICIPLES, AND INFINITIVES

Identify each gerund, participle, and infinitive.

1. They plan on traveling to Chicago.
2. They were to have traveled to New York.
3. She is taking a traveling iron.
4. They enjoy traveling frequently.
5. Traveling by air, they will save time.
6. Is traveling by train boring to you?
7. His firm makes him travel every month.
8. After traveling to Chicago, they will visit Milwaukee.
9. The distance to be traveled is not great.
10. Having traveled there, they will proceed to Madison.

Possessives with a Gerund

Example:

He does a good job. You can depend on that. -- You can depend on his doing a good job.

1. Frank was there. That helped me a lot. _____
2. She talks constantly. That drives Sam crazy. _____
3. I write to her every week. That keeps her happy. _____
4. Chicago is an hour's drive away. That makes it easy for me. _____
5. Herb bought a car. That thrilled the children. _____
6. Jan stopped smoking. That made her feel better. _____
7. I always arrive early. You can depend on that. _____
8. They were late. That made me angry. _____
9. We didn't like it. That disappointed them. _____
10. You brought marshallows. That tickled the children. _____
11. That was true. I was not aware of it. _____
12. This is a fact. We are proud of it. _____
13. A man of his character. I see no reason for his failing to complete the job. _____
14. A boy with that much education -- you can understand his wanting a better job. _____
15. A girl with no looks -- imagine her making it big on Broadway. _____
16. the conference may be held here--there is the possibility of... _____

DANGLING INFINITIVE PHRASES

In each of these sentences, there is a failure in logic. Re-write, using personal pronouns ("doers"), and thereby adding logic.

1. To type and proofread properly, a dictionary should be used frequently.

2. To guarantee prompt action, the attached form should be filled out each time.

3. To understand these documents thoroughly, they should be read several times.

4. To get into the building, a pass is necessary.

5. To be hired in that agency, a Form 171 is required.

6. To get final approval by President Nixon, many hours were spent in consultation with his advisors.

3d
44b
84d
44F

Correct the dangling verbals:

1. To attain more efficient operation, we are confident that you will give the above comments your consideration.

2. By working hard, our deadline was met.

3. While accompanying Mr. _____, Realty Officer, on a review of land acquisition cost estimates in the Allegheny National Forest, eight tracts budgeted for FY 69 were reviewed.

4. To discharge our full responsibility, it must be determined whether expenditures are made by applicable laws.

5. In making this review, the specific requirements of the appropriation must be understood.

6. Resting on the bookcase, the lost files were seen.

7. To be prepared for inventory, hard work was necessary.

8. Throw the cow over the fence some hay.

9. In reviewing the National Forest tracts proposed for purchase for public hunting use, the acres needed in the future for this use are available from National Forest Recreation Survey Data.

10. The parking ticket related hereto was received while attending my wife at the doctor's office across the street, which required more time than we expected.

11. After receiving the additional information and showing of compliance outlined above, further consideration will be given your request for type acceptance.

12. To do your job safely, steady nerves are required.

13. On entering the room, it was seen that the desk had been removed.

14. Turning the corner, the bank came into view.

15. Packed for mailing, you must send the book.

16. By working hard, he increased his skill.

17. To lose weight, dieting is necessary.

18. Racing for the bus, a car nearly hit me.

ANALYZING ERRORS

There is an error in each of these sentences. The possible errors are listed below. After you have decided which error a sentence contains, put the letter of the error by the right number on your answer sheet. Be able to explain your answer.

A. Faulty comparison
B. Omission of a word
C. Dangling modifier
D. Faulty pronoun reference
E. Misplaced modifier
F. Shift in number
G. Shift in person
H. Shift in verb tense
I. Shift in active and passive voice
J. Shift in mood

1. Until a person learns to take himself seriously and plan his work hours properly, you are neglecting an important part of your education.

2. When he called a meeting on Monday, the members gathered to act on the new resolution. Immediately, they begin to ask questions about his political activities.

3. The team is ready for the game, for they practiced hard all week.

4. The young children watched television until 9 p.m., but the television was watched by me until midnight.

5. Mark Twain's "Huckleberry Finn" is one of the best loved, if not the best loved, American novel.

6. Anyone who does not get their seat before the game starts may have to stand.

7. Mount Everest is higher than any mountain known to man.

8. The Allied forces fought the enemy until they were almost entirely wiped out.

9. The President went to the airport to greet the British ambassador. The reporters said that he looked tired.

10. When the automobile struck the tree, it was hardly scratched.

11. Mary's mother asked us if we wanted chicken, roast beef, or cheese snadwiches, which was difficult to decide.

12. In the newspaper it says that it will be a fine day.

FROM THE:
U.S. GOVERNMENT CORRESPONDENCE MANUAL
Part II

CHAPTER 6

PUNCTUATION

1. GENERAL

Punctuation marks are to the reader what road signs are to the driver. They make it easier to read and understand what someone has written. There are rules, but there are also many exceptions. Some punctuation marks may be substituted for others, without changing the meaning of a sentence or without making it less clear. Good sentences usually need few punctuation marks. The *Government Printing Office Style Manual* treats punctuation in detail.

2. APOSTROPHE

a. Use the apostrophe:

(1) To indicate contractions or omitted letters.

I've it's (it is) TV'ers

(2) To indicate the coined plurals of letters, figures, and symbols.

three R's 5's and 7's +'s

(3) To show possession. Add *'s* when the noun does not end with an *s* sound. Add only the apostrophe to a noun that ends with an *s* sound.

officer's Mars' hostess' Co.'s Cox.' Jones' Joneses' Schmitz'

(a) To show possession in compound nouns, add the apostrophe or *'s* to the final word.

brother-in-law's secretary-treasurer's

(b) To show joint possession in nouns in a series, add the apostrophe or *'s* to the last noun.

soldiers and sailors' home

(c) To show separate possession in nouns in a series, add the apostrophe or *'s* to each noun.

John's, Thomas', and Henry's ratings

(d) To show possession in indefinite pronouns, add the apostrophe or *'s* to the last component of the pronoun.

someone's desk somebody else's books others' homes

b. Do not use the apostrophe:

(1) To form the possessive of personal pronouns.

theirs yours hers its

(2) To form the plural of spelled-out numbers, of words referred to as words, and of words already containing an apostrophe. Add *'s*, however, if it makes the plural easier to read.

twos and threes ifs, ands, and buts yeses and noes do's and don'ts which's and that's

(3) To follow names of countries and other organized bodies ending in *s*, or after words more descriptive than possessive (not indicating personal possession), except when the plural does not end in *s*.

United States control United Nations meeting merchants exchange children's hospital

Part II

3. BRACKETS

a. Use brackets in pairs:

(1) To enclose a correction.

He arrived at 13 [12] o'clock.

(2) To supply something omitted.

Mr. Adams [arrived] late.

(3) To explain or to identify.

The president pro tem [Arnold] spoke briefly.

(4) To instruct or to add comment.

The report is as follows [read first paragraph]:

(5) To enclose *sic* when it is used to show that an error in a quotation has been recognized but not changed.

It's [sic] counterpart is missing.

b. Use a single bracket:

At the beginning of each paragraph but only at the close of the last paragraph, when extensive material is enclosed.

4. COLON

Use the colon:

a. To separate an introductory statement from explanatory or summarizing material that follows.

The board consists of three officials: Chairman, vice chairman, and recorder-secretary.
Give up conveniences; do not demand special privileges; do not stop work: these are necessary while we are at war.

b. To introduce formal statements, questions, or quotations.

The committee stated the principle thus: In our foreign relations, people instead of governments are our first concern.
The following question came up for discussion: What policy should be adopted?
He said: [If the quotation is not more than one sentence, use a comma instead of a colon.]

c. To follow a formal salutation.

Dear Mr. Franklin: Ladies and Gentlemen: To Whom It May Concern:

d. To separate the hour and the minutes in clock time.

8:15 a.m. 11:59 p.m.

e. To follow introductory headings which lead directly to subentries.

Policy:
General:
Salaries
Responsibilities
Specific:

f. To separate parts of citations. (Leave a space after the colon.)

Luke 4: 3 Journal of Education 3: 342–359

g. To indicate proportion. (Use double colon as ratio sign.)

1:2::3:6

5. COMMA

a. Use the comma:

(1) To separate words or figures that might otherwise be misunderstood or misread.

Instead of hundreds, thousands came. Out of each 20, 10 are rejected.
To John, Smith was very helpful. What the difficulty is, is not known.

(2) To set off introductory or explanatory words that precede, break, or follow a short direct quotation. The comma is not needed if a question mark or an exclamation point is already part of the quoted matter.

I said, "Don't you understand the question?"
"I understand it," she replied, "but I disagree with the answer."
"Why?" he said.
"It's unreasonable!" she exclaimed.

(3) To indicate the omission of an understood word or words.

Then he was enthusiastic; now, indifferent.

(4) To separate a series of modifiers of equal rank.

It is a young, eager, and intelligent group.
but He is a clever young man. (No comma when the final modifier is considered part of the noun modified.)

(5) To follow each of the members within a series of three or more, when the last two members are joined by *and*, *or*, or *nor*.

horses, mules, and cattle
by the bolt, by the yard, or in remnants
neither snow, rain, nor heat
by five, 10, or 20

(6) To separate an introductory phrase from the subject it modifies.

Beset by the enemy, they retreated.

(7) Before and after *Jr.*, *Sr.*, academic degrees, and names of States preceded by names of cities, within a sentence.

Henry Smith, Jr., Chairman Smith, Henry, Sr. Washington, D.C., schools

(8) To set off parenthetic words, phrases, or clauses.

The atom bomb, developed by the Manhattan project, was first used in World War II.
The situation in the Middle East, he reported, might erupt.
but The person who started that fire is undoubtedly an arsonist. (No comma necessary, since the clause "who started that fire" is essential to identify the person.)

(9) To set off words or phrases in apposition or in contrast.

Mr. Jay, attorney for the plaintiff, asked for a delay. You will need work, not words.

(10) To separate the clauses of a compound sentence if they are joined by a simple conjunction such as *or*, *nor*, *and*, or *but*.

The United States will not be an aggressor, nor will it tolerate aggression by other countries.

(11) To set off a noun or phrase in direct address.

Mr. President, the motion has carried.

(12) To separate the title of an official and the name of his organization, in the absence of the words *of* or *of the*.

Chief, Insurance Branch Chairman, Committee on Appropriations

(13) To separate thousands, millions, etc., in numbers of four or more digits.

4,230 50,491 1,000,000

(14) To set off the year when it follows the day of the month in a specific date within a sentence.

The reported dates of September 11, 1943, to June 12, 1955, were erroneous.

(15) To separate a city and state.

Cleveland, Ohio Washington, D.C.

Part II

b. Do not use the comma:

(1) To separate the month and year in a date.

Production for June 1955 On 5 July 1956 we dedicated the arsenal. (Military form of date.)

(2) To separate units of numbers in built-up fractions, decimals, page numbers, serial numbers (except patent numbers), telephone numbers, and street addresses.

1/2500 Motor No. 189463
1.9047 MEtropolitan 9–3201
page 2632 1727–1731 Broad Street
1450 kilocycles, 1100 meters (no comma unless more than four digits, radio only)

(3) To precede an ampersand (&) or a dash.

Greene, Wilson & Co. (except in indexes: Jones, A. H., & Sons)
There are other factors- -time, cost, and transportation- -but quality is the most important.

(4) To separate two nouns one of which identifies the other.

The book: "Infant Care" Wilson's boat *The Maria*

(5) To separate the name and the number of an organization.

Western Legion Post No. 12

6. DASH

Use the dash (two hyphens and no spaces):

a. To mark a sudden break or abrupt change in thought.

He said- -and no one contradicted him- -"The battle is lost."
If the bill should pass- -which Heaven forbid!- -the service will be wrecked.

b. To indicate an interruption or an unfinished word or sentence.

He said, "Give me lib- -" Q. Did you see- -? A. No, sir.'

c. To serve instead of commas or parentheses, if the meaning is clarified by the dash.

These are shore deposits- -gravel, sand, and clay- -but marine sediments underlie them.

d. To introduce a final clause that summarizes a series of ideas. (See also paragraph 4a, preceding, for use of the colon.)

Freedom of speech, freedom of worship, freedom from want, freedom from fear- -these are the fundamentals of moral world order.

e. To follow an introductory phrase leading into two or more successive lines and indicating repetition of that phrase.

I recommend- -
That we accept the rules
That we publish them

f. To serve instead of a colon when a question mark closes the preceding idea.

How can you explain this?- -"Fee paid, $5."

g. To precede a credit line or signature.

Still achieving, still pursuing,
Learn to labor and to wait.
- -Longfellow

This statement is open to question.- -Gerald H. Forsythe

7. EXCLAMATION POINT

Use the exclamation point to mark surprise, incredulity, admiration, appeal, or other strong emotion, which may be expressed even in a declarative or interrogative sentence.

How beautiful!
"Great!" he exclaimed.
Who shouted, "All aboard!" (Question mark omitted)
O Lord, save Thy people!

8. HYPHEN

Use the hyphen:

a. To connect the elements of certain compound words. (See also chapter 3, this part, preceding.)

mother-in-law
ex-governor
self-control
H-bomb
walkie-talkie
quasi-academic

b. To indicate continuation of a word divided at the end of a line. (See also chapter 7, following.)

c. To separate the letters of a word which is spelled out for emphasis.

d-o-l-l-a-r-s

9. PARENTHESES

a. Use parentheses:

(1) To set off matter not part of the main statement or not a grammatical element of the sentence, yet important enough to be included.

Mr. Kelley (to the chairman).
Q. (Continuing.)
A. (Reads:)
The result (see figure 2) is most surprising.

(2) To enclose a parenthetic clause where the interruption is too great to be indicated by commas.

You can find it neither in French dictionaries (at any rate, not in Littré) nor in English dictionaries.

(3) To enclose an explanatory word that is not part of the statement.

The Erie (Pa.) Ledger; *but* the Ledger of Erie, Pa.

(4) To enclose letters or numbers designating items in a series, either at the beginning of paragraphs or within a paragraph.

You will observe that the sword is (1) old fashioned, (2) still sharp, and (3) unusually light for its size.

(5) To enclose a reference at the end of a sentence. Unless the reference is a complete sentence, place the period after the parenthesis closing the reference. If the sentence contains more than one parenthetic reference, the parenthesis closing the reference at the end of the sentence is placed before the period.

The specimen exhibits both phases (pl. 14, A, B).
The individual cavities show great variation. (See pl. 4.)
This sandstone (see pl. 6) occurs in every county of the State (see pl. 1).

b. Use a single parenthesis:

At the beginning of each paragraph but only at the close of the last paragraph, when extensive material is enclosed.

10. PERIOD

Use the period:

a. To end a declarative sentence that is not exclamatory, and to end an imperative sentence.

He works for Johnson & Sons, Inc.
Do not be late.

b. To end an indirect question or a question intended as a suggestion and not requiring an answer.

Tell me how the rocket was launched.
May we hear from you soon.

c. To indicate omission within a sentence, use three periods with spaces between; at the end of a sentence, four. Use spaced periods on a separate line to show omission of one or more paragraphs.

He called . . . and left . . . . He returned the next day.

d. To follow abbreviations unless by usage the period is omitted.

gal. NE. qt. N.Y. *but* HEW USDA

NOTE: In abbreviations made up of single letters, no space is allowed between the period and the following letter, except that one space is allowed after the periods following the initials in a proper name.

11. QUESTION MARK

Use the question mark:

a. To indicate a direct query, even if not in the form of a question.

Did he do it?
He did what?
Can the money be raised? is the question.
Who asked, "Why?" (Note single question mark.)

b. To express more than one query in the same sentence.

Can he do it? or you? or anyone?

c. To express doubt.

He said the boy was 8(?) feet tall.

12. QUOTATION MARKS

a. Use quotation marks:

(1) To enclose a direct quotation. Single quotation marks are used to enclose a quotation within a quotation.

The answer is "No."
"Your order has been received," they wrote.
He said, "John said 'No.' "
"John," said Henry, "why do you go?"
"The equipment will be forwarded promptly."

(2) To enclose any matter following the terms *entitled, the word, the term, marked, endorsed,* or *signed.* Do not use them to enclose expressions following the terms *known as, called, so-called,* etc., unless such expressions are misnomers or slang.

Congress passed the act entitled "An act . . . ."
It was signed "John."
After the word "treaty," insert a comma.
The so-called investigating body.

(3) To enclose misnomers, slang expressions, nicknames, or ordinary words used in an arbitrary way.

b. Limit quotation marks:

Limit quotation marks, if possible, to three sets (double, single, double).

"The question is, in effect, 'Can a person who obtains his certificate of naturalization by fraud be considered a "bona fide" citizen of the United States?' "

c. Place punctuation inside or outside quotation marks, as follows:

Always type the comma and the final period inside the quotation marks. Other punctuation marks are placed inside only if they are a part of the quoted matter.

"The President," he said, "will veto the bill."
The trainman shouted, "All aboard!"
Is this what we call a "Correspondex"?
"Have you an application form?"
Who asked, "Why?"
Why call it a "gentlemen's agreement"?

13. SEMICOLON

Use the semicolon:

a. To separate independent clauses not joined by a conjunction, or joined by a conjunctive adverb such as *hence, therefore, however, moreover,* etc.

The report is not ready today; it may be completed by Friday.
The allotment has been transferred to the Production Division; hence, construction of the partitions must be delayed.

b. To separate two or more phrases or clauses with internal punctuation.

Robert M. Roman, chairman of the union, will travel in most of southern Europe; in all of the Near East; and, in case there is time, along the northern, western, and southern coasts of Africa.
If you want your writing to be worthwhile, give it unity; if you want it to be easy to read, give it coherence; and, if you want it to be interesting, give it emphasis.

c. To separate statements that are too closely related in meaning to be written as separate sentences.

No; we receive one-third. War is destructive; peace, constructive.

d. To precede words or abbreviations which introduce a summary or explanation of what has gone before in the sentence.

A writer should adopt a definite arrangement of material; for example, arrangement by time sequence, by order of importance, or by subject classification.
The industry is related to groups that produce finished goods; i.e., electrical machinery and transportation equipment.

COMMAS

The main function of the comma is to prevent confusion by indicating pauses.

Where would you want your reader to pause in each of these sentences?

a. While we were eating the dog began to bark.
b. In short books help to give us a richer experience.
c. If you wish to shoot the attendant will be glad to load your gun.
d. Two years before the World War had begun.
e. When he fired the bullet always found its mark.
f. On the path leading to the cellar steps were heard.
g. Hugh walked Young and Moore hit a two-base hit off the right-field wall.
h. I shall always remember him for his kindness gave me my first start.
i. The soldier dropped a bullet in his leg.
j. On page 103 13 mistakes were found.
k. Instead of hundreds thousands applied.
l. February 12 1962. (But February 1942, where no collision is possible.)

PUNCTUATION AND CAPITALIZATION

Add or delete punctuation and capitalization as necessary.

1. The report has been completed, however it has not been released.

2. You will observe that, this equipment is 1 up to date 2 coordinated 3 moderately priced and 4 guaranteed.

3. mr david catskill jr the secretary of commerce supported the bill, he gave several talks on it at various government agencies.

4. To compute your gains and losses you must know the meaning of the terms basis and adjusted basis which are discussed in chapter 11.

5. The question is can a person who has falsified his Tax Records and is known locally as a con artist be seriously considered for this position

6. He stated flatly and none of us dared argue the case is hopeless.

7. Four districts Atlanta, Chicago, Omaha and Dallas have requested copies of that study.

8. Who was it who said give me liberty or give me death?

9. He is the author of Your Letters Mirror your thoughts an article in the June issue of the Metropolitan Business Magazine.

10. If you cannot send it by May 30 1970 please resubmit your proposal.

11. Her younger son, now at Yale will work here this summer.

12. The president supported further Negotiations, as was to be expected the nation watched critically.

STATE ABBREVIATIONS

The U.S. Postal Service has authorized the following 2-letter State abbreviations to help volume mailers make room for ZIP Codes in existing addressing systems.

Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NB
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
District of Columbia	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Guam	GU	Oregon	OR
Hawaii	HI	Pennsylvania	PA
Idaho	ID	Puerto Rico	PR
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Virgin Islands	VI
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wisconsin	WI
Missouri	MO	Wyoming	WY

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CHAPTER 5

ABBREVIATIONS

1. GENERAL

Established abbreviations are acceptable in all but the most formal writing. For reading ease use only well-known abbreviations. If it is desirable to use an abbreviation that may not be familiar to the reader, the abbreviation is followed in parentheses by the spelled-out word or phrase. After this first definition of its meaning, the abbreviation may be used without further explanation.

This chapter lists abbreviations for names of States, for civil and military titles, and for a few other selected groups of words. More complete lists are given in the *Government Printing Office Style Manual*.

2. CAPITALS, HYPHENS, PERIODS, AND SPACING

a. In general, when abbreviating a word or words, capitalize and hyphenate the abbreviation as in the original word or words. Use a period after each element of the abbreviation, unless through usage the period is omitted. Allow no spaces after periods except when they follow the initials in names of persons.

c.o.d. H.R. 116 A.B. St. a.m. ft.-lb. J. M. Jones

b. Omit periods and spaces after initials used as shortened names of Government agencies and other organized bodies, if not contrary to usage.

AEC HEW TVA DOD ARC AFL–CIO USAF

3. GEOGRAPHIC TERMS

a. You may abbreviate *United States* when preceding *Government* or the name of a Government organization, except in formal writing. Spell out *United States* when it is used as a noun or when it is used as an adjective in association with names of other countries.

U.S. Government
U.S. Congress
U.S. Department of Agriculture
U.S. monitor *Nantucket*

U.S.S. *Brooklyn* (note abbreviation for ship)
but The climate of the United States
British, French, and United States Governments

b. With the exceptions noted in paragraph a, preceding, the abbreviation U.S. is used in the adjective position, but is spelled out when used as a noun.

U.S. foreign policy
U.S. economy
U.S. attorney
U.S. attitude

but foreign policy of the United States
the economy of the United States
United States Code (official title)
United States Steel Corp. (legal title)

c. In other than formal writing, you may abbreviate Canal Zone, Puerto Rico, Virgin Islands, and the names of States of the United States (except Alaska, Guam, Hawaii, Idaho, Iowa, Maine, Ohio, and Utah). Do not abbreviate the name of other insular possessions.

Ala.	Del.	Mass.	N. Dak.	Oreg.	Va.
Ariz.	Fla.	Md.	Nebr.	Pa.	V.I.
Ark.	Ga.	Mich.	Nev.	P.R.	Vt.
Calif.	Ill.	Minn.	N.H.	R.I.	Wash.
Colo.	Ind.	Miss.	N.J.	S.C.	Wis.
Conn.	Kans.	Mo.	N. Mex.	S. Dak.	W. Va.
C.Z.	Ky.	Mont.	N.Y.	Tenn.	Wyo.
D.C.	La.	N.C.	Okla.	Tex.	

Part II

4. ADDRESSES

Words in an address are usually spelled out. Where brevity is required, these abbreviations following a name or a number may be used:

St.—Street	Sq.—Square	Dr.—Drive	NW.—Northwest
Ave.—Avenue	Blvd.—Boulevard	Ct.—Court	SW.—Southwest
Pl.—Place	Ter.—Terrace	Bldg.—Building	NE.—Northeast
			SE.—Southeast

Do not abbreviate *county*, *fort*, *mount*, *point*, and *port*.

5. NAMES AND TITLES

a. Use abbreviations in firm names as they are shown on the firm's letterhead.

J. Dillard & Sons, Inc.

b. Where brevity in company names is required, the following abbreviations may be used:

Bro.—Brother	Co.—Company	Inc.—Incorporated	&—and
Bros.—Brothers	Corp.—Corporation	Ltd.—Limited	

c. Do not abbreviate *Company* and *Corporation* in names of Federal Government units.

Metals Reserve Company — Commodity Credit Corporation

d. In other than formal usage, you may abbreviate a civil or a military title preceding a name if followed by a given name or initial; but abbreviate *Mr.*, *Mrs.*, *M.*, *MM.*, *Messrs.*, *Mlle.*, *Mme.*, and *Dr.*, with or without a given name or initial.

Adj.—Adjutant	Gov.—Governor	Prof.—Professor
Adm.—Admiral	Lt.—Lieutenant	Pvt.—Private
Asst. Surg.—Assistant Surgeon	Lt. Cdr.—Lieutenant Commander	R. Adm.—Rear Admiral
Brig. Gen.—Brigadier General	Lt. Col.—Lieutenant Colonel	2d Lt.—Second Lieutenant
Capt.—Captain	Lt. Gen.—Lieutenant General	Sfc.—Sergeant, first class
Cdr.—Commander	Lt. Gov.—Lieutenant Governor	Sgt.—Sergeant
Col.—Colonel	Lt. (jg)—Lieutenant, junior grade	S. Sgt.—Staff Sergeant
Cpl.—Corporal	Maj.—Major	Supt.—Superintendent
CWO—Chief Warrant Officer	Maj. Gen.—Major General	Surg.—Surgeon
1st Lt.—First Lieutenant	M. Sgt.—Master Sergeant	T. Sgt.—Technical Sergeant
1st Sgt.—First Sergeant	Pfc.—Private, first class	V. Adm.—Vice Admiral
Gen.—General	PO—Petty Officer	WO—Warrant Officer

e. Use the following abbreviations after a name:

Jr., Sr.
2d, 3d, II, III (not preceded by a comma)

Degrees: M.A., Ph. D., LL.D.
Fellowships, orders, etc.: F.R.S., K.C.B.

f. *Sr.* and *Jr.* should not be used without given name or initials, but may be used in combination with any title.

A. B. Jones, Jr.; *not* Jones, Jr., *or* Mr. Jones, Jr. — President J. B. Jones, Sr.

g. Do not use titles, such as *Mr.*, *Mrs.*, and *Dr.* in combination with another title or with abbreviations indicating academic degrees.

John Jones, A.B., Ph. D.; *not* Mr. John Jones, A.B., Ph. D.
Dick Roe, M.D.; *not* Dr. Dick Roe, M.D., *or* Mr. Dick Roe, M.D.

h. When the name is followed by abbreviations designating religious and fraternal orders and academic and honorary degrees, arrange the abbreviations in this sequence: Orders, religious first; theological degrees; academic degrees earned in course; and honorary degrees in order of bestowal.

John J. Jones, D.D., M.A., D. Lit. — Richard R. Row, C.S.C., Ph. D., LL.D.

6. PARTS OF PUBLICATIONS

Abbreviations may be used to designate parts of publications mentioned in parentheses, brackets, footnotes, lists of references, and tables, and followed by figures, letters, or Roman numerals.

app., apps.—appendix, appendixes
art., arts.—article, articles
bull., bulls.—bulletin, bulletins
cl., cls.—clause, clauses
ch., chs.—chapter, chapters
col., cols.—column, columns
fig., figs.—figure, figures
no., nos.—number, numbers
p.—page, pages
par., pars.—paragraph, paragraphs
pl., pls.—plate, plates
pt., pts.—part, parts
sec., secs.—section, sections
subch., subchs.—subchapter, subchapters
subpar., subpars.—subparagraph, subparagraphs
subsec., subsecs.—subsection, subsections
supp., supps.—supplement, supplements
vol., vols.—volume, volumes

7. TERMS RELATING TO CONGRESS

You may use the following abbreviations for the words *Congress* and *session* when these words are used in parentheses, brackets, footnotes, sidenotes, lists of references, and tables.

82d Cong., 1st sess. 1st sess., 82d Cong. Public Law 64, 74th Cong.

8. CALENDAR DIVISIONS

a. When brevity is required, you may abbreviate the names of months, except May, June, and July, when used with day, or year, or both.

Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.

b. The names of days of the week are preferably not abbreviated. If they are, use the following forms.

Sun. Mon. Tues. Wed. Thurs. Fri. Sat.

PRACTICE: HYPHENATION

Hyphenate where necessary.

1. The United States is a major world power.
2. He pays one fourth of his income in taxes.
3. A T shaped wing will be added to our building.
4. The library is in the sub basement.
5. This is second hand information.
6. Pro de Gaulle forces are anti British.
7. She performs her work in a half hearted manner.
8. Twenty eight hearings have been held this month.
9. The Vice President is expected at 6 o'clock.
10. The well written speech was well received.
11. Our audit indicates that the records are not up to date.
12. The sub commi tee met to discuss the right to work law and non civil service positions.
13. The Vice President elect was concerned about pre-existing higher than market prices.
14. The moss and ivy covered walls were symbolic to the ambassador at large.
15. The guided missile program of this ultra atomic age ties in with 20th century progress.
16. It is difficult to find many hard and fast rules in the point 4 program.
17. The Anglo Saxon period is pertinent to the development of language in all the English speaking nations.
18. The duties were price fixing.
19. The service men and women were self confident and self educated.
20. The driver took the right of way on the Baltimore Washington road.

CHAPTER 3

COMPOUND WORDS

1. GENERAL

A compound word conveys a unit idea that is not as clearly conveyed by separate words. The hyphen not only unites but separates the component words, and thus aids readability and correct pronunciation.

In this chapter, basic rules for compounding are given first, and are followed by guides to forming solid compounds and to hyphening unit modifiers. Instructions are also given on adding prefixes and suffixes and on putting together combining forms.

Word forms are constantly changing. The correct form for use in Government is found in the *Government Printing Office Style Manual*.

2. BASIC RULES

a. Omit the hyphen when words appear in regular order and the omission causes no confusion in sound or meaning.

banking hours	day laborer	mountain laurel	training ship
blood pressure	eye opener	palm oil	violin teacher
book value	fellow citizen	patent right	
census taker	living costs	rock candy	

b. Compound two or more words to express an idea that would not be as clearly expressed in separate words.

afterglow	cupboard	gentlemen	right-of-way
bookkeeping	forget-me-not	newsprint	whitewash

c. In a derivative of a compound, keep the solid or hyphened form of the original compound, unless otherwise indicated for particular words.

coldbloodedness	ill-advisedly	praiseworthiness	X-rayer
footnoting	outlawry	railroader	Y-shaped

3. SOLID COMPOUNDS

a. When *any*, *every*, *no*, and *some* are combined with *body*, *thing*, and *where*, type as one word. Type as separate words *some one*, *every one*, and similar combinations which refer to a particular person or thing. To avoid mispronounciation, type *no one* as two words at all times.

anybody	anywhere	nobody	somebody
anyone, *but*	everybody	no one	someone
any one thing	everything	nothing	something
anything	everywhere	nowhere	

b. Type as one word compound personal pronouns.

herself	myself	ourselves	yourself
himself	oneself	themselves	yourselves
itself			

c. Type as one word compass directions consisting of two points, but use a hyphen after the first point when three points are combined.

northeast	north-northeast	southwest	south-southwest

Part II

4. UNIT MODIFIERS

a. Place a hyphen between words, or abbreviations and words, combined to form a unit modifier immediately preceding the word modified, except as shown in paragraph b following. This use of the hyphen applies particularly to combinations in which one element is a present or past participle.

a 4-percent increase	Federal-State-local cooperation	long-term loan
Baltimore-Washington road	guided-missile program	lump-sum payment
drought-stricken area	large-scale project	multiple-purpose uses
English-speaking nation	law-abiding citizen	U.S.-owned property

b. Where meaning is clear and readability is not aided, it is not necessary to use a hyphen to form a temporary or made compound. Restraint should be exercised in forming unnecessary combinations of words used in normal sequence.

atomic energy power	land bank loan	real estate tax
child welfare plan	life insurance company	social security pension
civil service examination	parcel post delivery	soil conservation measures
income tax form	per capita expenditure	special delivery mail

c. Generally, do not use a hyphen in a two-word unit modifier the first element of which is an adverb ending in *ly;* do not use hyphens in a three-word unit modifier the first two elements of which are adverbs.

eagerly awaited moment
heavily laden ship
unusually well preserved specimen
very well defined usage
very well worth reading
not too distant future
often heard phrase

but ever-normal granary
ever-rising flood
still-new car
still-lingering doubt
well-known lawyer
well-kept farm

d. Retain the original forms of proper nouns used as unit modifiers, either in their basic or derived forms.

United States laws	Red Cross nurse	Swedish-American descent
Latin American countries	Winston-Salem regional office	Minneapolis-St. Paul region

e. Do not confuse a modifier with the word it modifies.

gallant serviceman	well-trained schoolteacher	American flagship
average taxpayer	wooden-shoe maker	*but* American-flag ship
but income-tax payer	tomato-canning factory	

f. Retain the hyphen where two or more hyphened compounds have a common basic element and this element is omitted in all but the last term.

8-, 10-, and 16-foot boards
2- by 4-inch boards *but* 2 to 4 inches wide

moss- and ivy-covered walls
not moss and ivy-covered walls

g. Do not use a hyphen in a foreign phrase used as a unit modifier.

ex officio member | per capita tax | per diem employee | prima facie evidence

h. Do not use a hyphen in a unit modifier which contains a letter or a number as its second element.

article 3 provisions | grade A eggs | point 4 program | ward D patients | strontium 90 effects

i. Do not use a hyphen in a unit modifier within quotation marks unless the modifier is usually a hyphened term.

"blue sky" law | "good neighbor" policy | "tie-in" sale

5. PREFIXES, SUFFIXES, AND COMBINING FORMS

a. Type compounds which contain prefixes or suffixes as one word without a hyphen, except as shown in paragraphs b, c, and d following. Use a hyphen to avoid doubling a vowel or tripling a consonant, except after the prefixes *co, de, pre, pro,* and *re.*

antedate	extracurricular	northward	semiofficial
anti-inflation	homestead	offset	shell-like
biweekly	Inverness-shire	preexisting	thimble-eye
brass-smith	micro-organisms	reenact	twofold
cooperation	misstate	semi-independent	ultra-atomic
deemphasis	nationwide		

b. Use a hyphen to avoid confusion.

anti-hog-cholera serum	non-civil-service position	re-treat (treat again)
co-op	re-sort (sort again)	un-ionized

c. Type with a hyphen the prefixes *ex, self,* and *quasi.*

ex-governor	self-control	quasi-argument
ex-serviceman	self-educated	quasi-corporation
ex-trader	quasi-academic	quasi-judicial

d. Use a hyphen to join a prefix to a capitalized word, unless usage is otherwise.

anti-Arab	*but* nongovernmental
pro-British	overanglicize
un-American	transatlantic

6. NUMERICAL COMPOUNDS

a. Type a hyphen between the elements of compound numbers from twenty-one to ninety-nine and in adjective compounds with a numerical first element.

7-hour day	3-week vacation	*but* one hundred and twenty-one
6-footer	24-inch ruler	100-odd
10-minute delay	twenty-one	foursome

b. Type a hyphen between the elements of a fraction, but omit it between the numerator and the denominator when the hyphen appears in either or in both.

one-thousandth	twenty-one thirty-seconds	two one-thousandths
three-fourths of an inch	twenty-three thirtieths	two-thirds

7. IMPROVISED COMPOUNDS

a. Use a hyphen between the elements of an improvised compound serving as an adjective or a noun.

how-to-be-beautiful course	know-it-all	stick-in-the-mud
know-how	let-George-do-it attitude	

b. When the noun form is printed in separate words, always hyphen the corresponding verb form.

blue-pencil	cold-shoulder	cross-brace

CHAPTER 6

NUMERALS

1. GENERAL

Whether to express a number in figures or to spell it out is often a troublesome choice. This chapter covers most of the principles needed to make a choice. It first treats numbers that are spelled out. Then it deals with numbers that are expressed in figures, confining the rules to small numbers, usually those under a thousand. The third part covers large numbers, some of which may be written in text by combining figures and words. Further instructions as to the accepted method of writing numerals are found in the *Government Printing Office Style Manual*.

The following suggestions offer overall guidance in choosing the best method of expressing a number:

a. Spell out numbers at the beginning of a sentence. Numbers under 10 are to be spelled out, except when expressing time, money, and measurement.

b. Prefer Arabic numerals to Roman numerals.

c. Except in legal documents, avoid repeating in numerals a number which has been spelled out.

2. NUMBERS SPELLED OUT

a. Single numbers of less than 10 within a sentence.

six horses
three times as large
five recommendations
seven machine guns

b. Numbers of less than 100 preceding a compound modifier containing a figure.

two ¾-inch boards
twelve 6-inch guns
but 120 8-inch boards

c. Round numbers and indefinite expressions.

a hundred cows, dollars, men
the early seventies
in the eighties
midsixties
a thousand and one reasons
less than a million dollars
but 100-odd pupils, 250-fold
but the 1870's, *not* the '70's *or* 70's
but mid-1961

d. Numbers used with serious and dignified subjects and in formal writing.

the Thirteen Original States
millions for defense but not one cent for tribute
in the year nineteen hundred and sixty-five

e. Large numbers denoting amounts which are formally spelled out, as in legal work, are expressed as follows:

one thousand six hundred and twenty
eight thousand and ninety-two
fifty-two thousand one hundred and ninety-five
nine hundred and seventy-three thousand eight hundred and eighty-two

f. Fractions standing alone, or followed by *of a* or *of an*.

one-half inch
one-half of a farm, *not* ½ of a farm
but ½ to 1¾ pages
three-fourths of an inch, *not* ¾ inch or ¾ of an inch

g. Ordinal numbers less than 10th. (See also paragraph 3e following.)

First Congress ninth century eighth parallel Second Street Ninth Avenue

3. NUMBERS EXPRESSED IN FIGURES

a. Single numbers of 10 or more within a sentence.

50 ballots, guns, horses nearly 10 miles about 40 men

b. Serial numbers. (Commas are not used in serial numbers.)

Bulletin 725 pages 352–357 ME 5–9020 1900 19th Street 290 U.S. 325

c. Quantities, measures, and time.

(1) Ages.

6 years old 52 years 10 months 6 days a 3-year-old boy

(2) Dates.

June 1959; June 20, 1959
not June, 1959, *or* June 20th, 1959
March 6 to April 15, 1959
not March 6, 1959, to April 15, 1959
15 April 1960 (military)
4th of July, *but* Fourth of July, meaning the holiday
the 1st [day] of the month, *but* the last of April or the first of May, not referring to specific days

(3) Decimals. Place a zero before a decimal where there is no unit, except in market quotations. (See paragraph (5) following.) Omit decimal point and zeros after a number unless the zero is needed to indicate exact measurement.

0.25 inch 1.25 gage height 10.0 approximately 10 feet

(4) Degrees.

longitude 77°08′06″ E. (spaces omitted)
latitude 49°26′14″ N.
104° temperature *but* two degrees of justice
an angle of 57°

(5) Market quotations.

4½-percent bonds
Metropolitan Railroad, 109
Treasury bonds sell at 95
sugar, .03; *not* 0.03

(6) Mathematical expressions.

multiplied by 3 divided by 6

(7) Measurements.

7 meters, yards, miles, acres, bushels, ems, *but* tenpenny nail, fourfold, three-ply
8 by 12 inches 2 feet by 1 foot 8 inches by 1 foot 3 inches
20/20 vision 2,500 horsepower 6-pounder

(8) Money. (See also paragraphs 2d, preceding, and 4, following.)

$0.75 *or* 75 cents
0.5 cent $3.65
$3 (*not* $3.00) per 200 pounds
but $3.00 to $3.65

(9) Percentages.

23 percent 25.5 percent
5 percentage points
0.5 percent *or* one-half of 1 percent
50–50 (colloquial expression)

(10) Proportion.

1 to 4 1:62,500 1–3–5

(11) Time.

6 hours 8 minutes 20 seconds
10 years 3 months 29 days
but four centuries, three decades
10 o'clock or 10 p.m.
not 10 o'clock p.m. *or* 10:00 p.m.
half past 4 *or* 4:30 a.m.
12 m. (noon) *and* 12 p.m. (midnight)
1300 (military time) *not* 1300 hours

(12) Unit modifiers.

5-day week 8-year-old wine 8-hour day 10-foot pole
but a two-story house a five-man board $20 million airfield

d. Ordinal numbers of 10th or more. (See also paragraph 2g, preceding.)

20th century 82d Congress 20th Congressional District
17th region 171st Street 200th Place
the ninth and 10th times He represented the first, fourth, and 12th wards.

e. Designation of military units. Always express the designation of military units in figures, except *Corps*, which is designated by Roman numerals.

2d Infantry Division	323d Fighter Wing	5th Fleet
7th Air Force	9th Naval District	XII Corps

4. LARGE NUMBERS

Large numbers are usually expressed in figures; however, numbers from a million up which end in four or more zeros may be expressed in text by combining figures and words. In the examples which follow, preference is based on the ease with which the number can be grasped in reading.

Amount expressed in figures	*Preferable in text*	*Acceptable in text*
299,789,665	299,789,665	
$1,200,390,180	$1,200,390,180	
$12,000,000*	$12 million	12 million dollars
$1,000,000,000*	$1 billion	1 billion dollars *or* one billion dollars
3,250,000*	3.25 million	3¼ million *or* three and one-fourth million *or* three and one-quarter million
750,000,000*	750 million	¾ billion *or* three-fourths of a billion *or* three-quarters of a billion
9,000,000 to 1,000,000,000*	9 million to 1 billion	nine million to one billion

*Correct for tabular work, and for text when used with other numbers ordinarily written in figures, as "$12,000,000 and $9,250,600."

DEALING WITH NUMBERS

Deciding whether to spell out numbers or use numerals in business letters can be confusing.

Proofread the following and correct the errors related to numbers:

1. The attached copies contain computations of 2 standard errors of the observed survival rates.
2. We have just completed our second year as subscribers to your magazine.
3. We anticipate that the converted Post Office will house forty-six employees.
4. The handbook, which costs $1.00 per copy, is available from the U.S. Government Printing Office.
5. We expect an audience of about 200.
6. GSA Form 1904 lists 3 refrigerators, maintenance and repair of 2 ranges, and 12 fans.
7. The domestic market price was two percent lower than the price at which the copper was sold.
8. Your permanent staff during this period numbered 82, providing you with an average combined staff of 104.
9. Construction of the twenty million dollar airfield has been authorized.
10. The meeting will begin at 10:00 a.m.
11. She was asked to buy one hundred five-cent stamps.
12. He will be 50 years old on July 29th, 1964.
13. He will use six-inch boards on the floor.
14. The basic price of fifty dollars ($50) is subject to change without notice.
15. Fifty or 60 miles away is the city of Hartford.
16. Milk is now selling at $.30 a quart.

An English Usage and Punctuation Check-Up

Every sentence on this page contains one or more errors. Underline each error and write your correction above it, and/or fill in any missing punctuation.

1. I like to lay down for a few minutes after lunch.
2. Mr. Brown selected Margaret and I to take the minutes of the meeting.
3. He spoke on the problems of federal government and state government.
4. Mary types more accurate than me
5. Everybody should be sure to take their break as scheduled.
6. Who are you going to vote for?
7. I would appreciate him calling as soon as possible.
8. A set of the new policy and procedures are to be mailed to the agencies soon.
9. He is one of the boys who is going to come.
10. One of the men are going to ask about it.
11. The Ways and Means Committee are meeting in Room 4363 of the Rayburn Bldg. at 2:00 p.m.
12. He sets in the park every afternoon.
13. Some people are competitive critical jealous and negative.
14. I came about noon, he got there about 1 p.m.
15. She was an excellent typist, however she know no shorthand.
16. He knew that he was going to win his case, therefore he was relaxed and happy.
17. Finding the answers to his questions was easy, but to convince him of their correctness was impossible.
18. I read War and Peace last year.
19. Give the book to whomever arrives first.
20. The Italian emigrant settled in Boston.
21. He plays tennis very good.
22. I felt badly about what happened.
23. I waited a long time for him but he didn't show up so I come home.
24. He was able to remain calm because he was an uninterested party.
25. Neither the secretary nor the technical advisers was notified of the changes.

A COMEDY OF COMMAS

by Maxwell Nurnberg

1. Which is a libel on the fair sex?

   a. Thirteen girls knew the secret, all told.
   b. Thirteen girls knew the secret; all told.

2. Which sentence shows extraordinary powers of persuasion?

   a. I left him convinced he was a fool.
   b. I left him, convinced he was a fool.

3. Which is the foursome?

   a. Henry James and I will play golf with President Kennedy tomorrow.
   b. Henry, James, and I will play golf with President Kennedy tomorrow.

4. Both are slang greetings but which is insulting?

   a. What's the latest dope?
   b. What's the latest, dope?

5. Which may result in an embarrassing situation?

   a. The butler was asked to stand by the door and call the guests names as they arrived.
   b. The butler was asked to stand by the door and call the guests' names as they arrived.

6. Which is a denial that politics had anything to do with the appointment?

   a. Joe did not get the appointment, because he was a Republican.
   b. Joe did not get the appointment because he was a Republican.

7. Both statements are in the realm of fantasy, but which prediction means a change in administration?

   a. The Republicans, say the Democrats, are sure to win the 1964 election.
   b. The Republicans say the Democrats are sure to win the 1964 election.

8. Which headline seems cannibalistic?

   a. SENATE GROUP EATS CHICKENS, CABINET WIVES, SWEETBREADS.
   b. SENATE GROUP EATS CHICKENS; CABINET WIVES, SWEETBREADS.

9. Which is a blanket endorsement of all Republican candidates?

   a. The President urged voters to elect Republican senators and congressmen, who would be sure to support his program to the hilt.
   b. The President urged voters to elect Republican senators and congressmen who would be sure to support his program to the hilt.

10. Which is easier for the children?

   a. In the parade will be several hundred children, carrying flags, and many important officials.
   b. In the parade will be several hundred children, carrying flags and many important officials.

11. In which case did Synghman Rhee probably feel more alone?

   a. Synghman Rhee, who was recently ousted by the Korean citizens and his wife, arrived in Hawaii yesterday.
   b. Synghman Rhee, who was recently ousted by the Korean citizens, and his wife arrived in Hawaii yesterday.

12. In which case does the dog have the upper paw?

   a. A clever dog knows it's master.
   b. A clever dog knows its master.

13. Which is unflattering to the play?

   a. The play ended, happily.
   b. The play ended happily.

14. Which predicted a landslide of unheard-of proportions?

   a. The backers of Senator John F. Kennedy (or Vice President Nixon) predicted that their candidate would get 283 electoral votes, more than the number needed for election.
   b. The backers of Senator John F. Kennedy (or Vice President Nixon) predicted that their candidate would get 283 electoral votes more than the number needed for election.

15. Which headline is unfair to 8,000,000 people?

   a. POPULATION OF NEW YORK CITY BROKEN DOWN BY AGE AND SEX.
   b. POPULATION OF NEW YORK CITY, BROKEN DOWN BY AGE AND SEX.

16. In which case has Miami only one game left to play?

   a. Miami must still play Iowa, which tied Notre Dame, and Missouri.
   b. Miami must still play Iowa which tied Notre Dame and Missouri.

17. In which sentence does the scientist imply that he is not frightened?

a. What great scientist recently wrote an article beginning with the three-word sentence, "I am frightened"?
b. What great scientist recently wrote an article beginning with the three-word sentence, "I am frightened?"

18. In which one has the speaker pried into the private lives of his friends?

a. Everyone I know has a secret ambition.
b. Everyone, I know, has a secret ambition.

19. Both show bad manners but which is harder to do?

a. Do not break your bread or roll in your soup.
b. Do not break your bread, or roll in in your soup.

20. Which was probably followed by heartburn?

a. He ate a half-fried chicken.
b. He ate a half fried chicken.

21. Which is an invitation to some kind of exhibit?

a. We'd like to have you see our students work.
b. We'd like to have you see our students' work.

22. Which is merely a repetition for emphasis?

a. In other words, the accent is on the second syllable.
b. In other words the accent is on the second syllable.

23. In which company would you rather be personnel manager?

a. In normal times the company I work for employs a hundred odd men and women.
b. In normal times the company I work for employs a hundred-odd men and women.

24. Which is the neurotic personality?

a. She, too, eagerly awaits the spring.
b. She too eagerly awaits the spring.

25. In which sentence is Mr. Rogers likely to be bawled out?

a. Mr. Rogers, the secretary is two hours late.
b. Mr. Rogers, the secretary, is two hours late.

26. Which sentence makes you think of the British song, "Eating People is Wrong"?

a. We are going to eat, John, before we take another step.
b. We are going to eat John before we take another step.

27. Which convict has a hollow leg?

a. The escaping convict dropped a bullet in his leg.
b. The escaping convict dropped, a bullet in his leg.

28. By which salesgirl would you rather be waited on?

a. A pretty young salesgirl waited on me.
b. A pretty, young salesgirl waited on me.

29. Which will require a lot of postage?

a. Shall I stick the stamp on, myself?
b. Shall I stick the stamp on myself?

30. Which is a warning to drivers?

a. Go slow -- children.
b. Go slow, children.

31. Which is the dedication of a self-confessed polygamist?

a. To my wife Edith.
b. To my wife, Edith.

32. Which refers specifically to the Trojan Horse?

a. Beware the gift-bearing Greeks.
b. Beware the gift bearing Greeks.

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"Comma Comedy" will appear in Punctuation Pointers, 1963.

PHRASES

The girl is standing in the doorway.
(Prepositional phrase used as an adverb)

The girl in the doorway is my assistant.
(Prepositional phrase used as an adjective describing girl)

Reading reports can be boring.
(Reading reports is a gerund phrase and serves as the subject of the sentence.)

The girl reading reports is my assistant.
(Reading reports is a participle describing girl.)

I went to read that report.
(To read that report is an infinitive phrase used as a noun or direct object.)

I went to read the report.
(The same infinitive phrase is used as an adverb.)

The report to read carefully is number 27.
(To read carefully is an infinitive phrase used as an adjective describing reports.)

THERE ARE TWO TYPES OF INFINITIVE PHRASES:

1. The interrogative infinitive phrase:

   I told them how to get to the airport.

2. The factive infinitive phrase:

   The real object of the game was to hit the other team's supply of ammunition.

A frequent occurrence is a phrase within a phrase. Note the following examples:

Hitting the ball into left field, he made a home run.

Hitting the ball into left field is the entire participial phrase modifying the pronoun he. Into left field is a prepositional phrase within the participial phrase. It is used as an adverb modifying the participle hitting.

On reaching the intersection of the streets, Sam paused.

On reaching the intersection of the streets is a prepositional phrase used as an adjective to modify the noun Sam. Within this prepositional phrase is the gerund phrase reaching the intersection of the streets; it is used as a noun, the object of the preposition on. Within this gerund phrase is the prepositional phrase of the streets, which is used as an adjective to modify the noun intersection.

He expected her to prepare the meal without effort.

Her to prepare the meal without effort is an infinitive phrase with a subject, and it is used as a noun, the object of the verb expected. Within this long phrase is the prepositional phrase without effort, used as an adverb modifying the infinitive to prepare.

Clauses may be found within phrases and will have to be recognized as necessary parts of the phrases.

His task was finding a helper who would be efficient.

Finding a helper who would be efficient is a gerund phrase used as a predicate noun after the linking verb was. Within this gerund phrase is the clause who would be efficient, which is used as an adjective to modify the noun helper.

He was told to be where he could be found.

To be where he could be found is an infinitive phrase used as a noun, the object of the verb was told. Within the infinitive phrase is the clause where he could be found, which is used as an adverb to modify the infinitive to be.

Careless placing of phrases in a sentence will destroy clearness of composition. The writer should give his phrases such exact positions that the reader can see quickly the relation of each phrase to the rest of the sentence.

She found a copy of "Where the River Shannon Flows" in the store.
She found in the store a copy of "Where the River Shannon Flows."

Wanted: A comfortable chair by an old man with a high back.
By an old man, a comfortable chair with a high back.

AVOID SPLITTING THE VERB UNNECESSARILY

POOR: This train has never, though it is hard to believe, arrived on time.

BETTER: Though it is hard to believe, this train has never arrived on time.

POOR: The work will very possibly never be accomplished.

BETTER: Very possibly, the work will never be accomplished.

CLAUSES

We have already seen that the basic difference between the phrase and the clause is that the clause must have a subject and verb. The two chief kinds of clauses are independent and dependent. The main clause makes the chief statement of the sentence and has the ability to stand alone as a sentence.

When the air raid siren sounded, the people in the class became somewhat nervous.
(Which part of the sentence contains the independent clause?)

A SUBORDINATE OR DEPENDENT CLAUSE IS A CLAUSE THAT IS USED AS A SINGLE PART OF SPEECH AND CANNOT STAND ALONE.

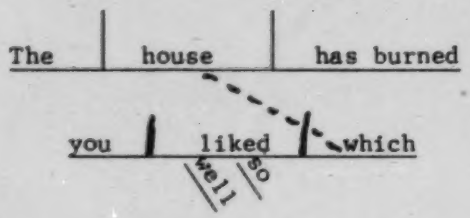
The man who walked down the street with me is my boss.

Identify the dependent clause in the above sentence.

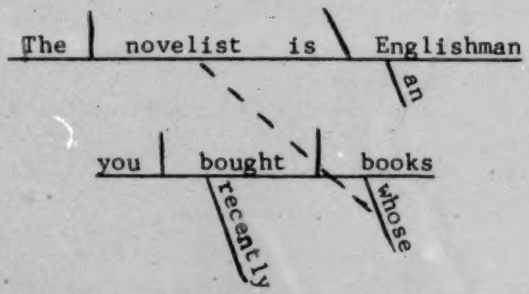
THERE ARE THREE TYPES OF SUBORDINATE CLAUSES: ADJECTIVE, ADVERB, AND NOUN.

1. AN ADJECTIVE CLAUSE is a clause that does the work of an adjective; it must modify a noun or a pronoun or its equivalent. Most adjectives are introduced by relative pronouns and modify the antecedents of the relative pronouns. We also refer to them as relative clauses.

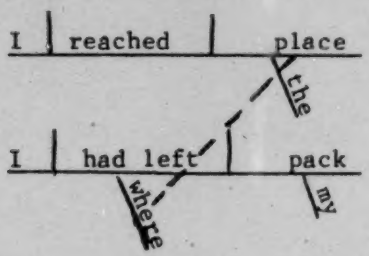
The house which you like so well has burned.



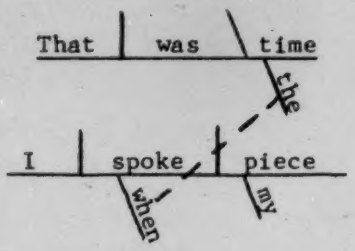
The novelist whose books you recently bought is an Englishman.



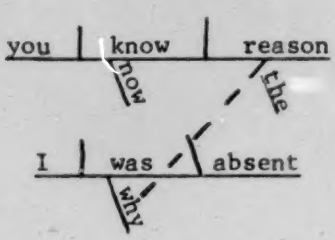
I reached the place where I had left my pack.



That was the time when I spoke my piece.



Now you know the reason why I was absent.



CAUTION: Note that the three sentences diagramed on the preceding page have adjective clauses starting with relative adverbs---where, when, and why. Most adjective clauses, however, will start with who, whom, which, and that. When an adjective clause does start with a relative adverb, be careful not to confuse it with the adverbial clause. Determine its function in the sentence.

Adjective clauses are used in two ways: restrictively and nonrestrictively. A restrictive adjective clause limits the scope of the antecedent of the relative pronoun. It is indispensable to the meaning of the sentence. Restrictive clauses, because they are so essential, are never set off from the rest of the sentence by commas.

I have lost the book that I borrowed from you. (This is not just any book but a specific one. A restrictive clause also identifies.)

Plums which grew at my aunt's house were the best I ever tasted. (Not all plums were the best he ever tasted--just these specific ones.)

The poet who wrote "The Raven" was born in 1809.

A nonrestrictive clause makes an additional statement about the antecedent of the relative pronoun. Because it is unnecessary to the main thought of the sentence, it is set off from the rest of the sentence by commas.

Plums, which are my favorite fruit, once grew abundantly at my aunt's house.

Edgar Allan Poe, who wrote "The Raven," was born in 1809. (Note that the author is already identified.)

At last we caught sight of Mr. Stevens, who was almost smothered by the crowd.

Note that the relative pronoun that may be used only in restrictive clauses; who and which may be used in either restrictive or nonrestrictive clauses.

Some relative clauses may be either restrictive or nonrestrictive, depending on the reader's point of view or the meaning the writer is trying to convey. Therefore, it is important that the writer punctuate accurately so that the reader interprets the sentence correctly.

The salesman whom we expected yesterday did not arrive.

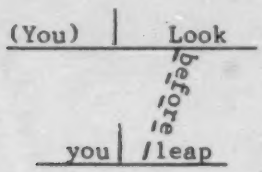
Whom we expected yesterday identifies the salesman. However,

The salesman, whom we expected yesterday, did not arrive
means
The salesman--and we expected him yesterday--did not arrive.

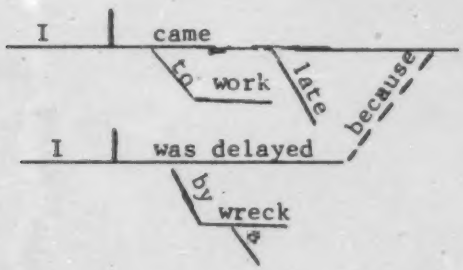
We assume here that the particular salesman is already known to the reader.

2. AN ADVERBIAL CLAUSE is a dependent clause that does the work of an adverb. Adverbial clauses express such ideas as time, place, manner, condition, concession, cause or reason, purpose, degree, comparison, and result. (See the section on subordinating conjunctions for additional information.)

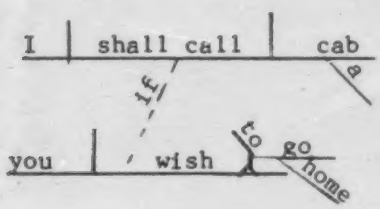
Look before you leap!



I came to work late because I was delayed by a wreck.

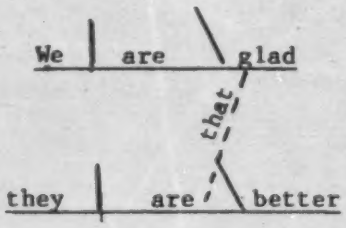


I shall call a cab if you wish to go home.

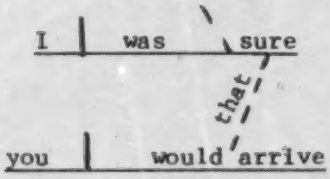


Some adverbial clauses modify adjectives without expressing distinct ideas such as those listed.

We are glad that they are better.



I was sure that you would arrive.



3. A NOUN CLAUSE is a dependent clause that functions as a noun. There are two kinds of noun clauses:

   1. A statement of fact introduced by that, or with that deleted, appears in positions where a factive noun can occur.

      She told me that I ought to keep quiet.

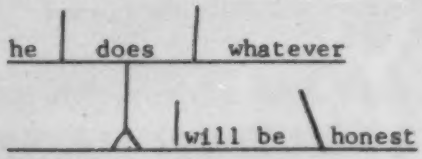
   2. Indirect question

      She asked me who went to the game.

   It may be used in the following ways:

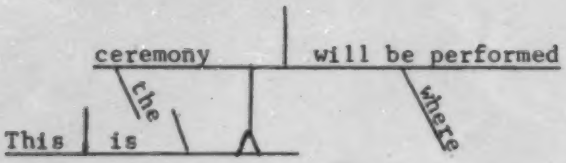
   Subject or adverb:

   Whatever he does will be honest.
   (Whatever he does is the subject of the sentence.)



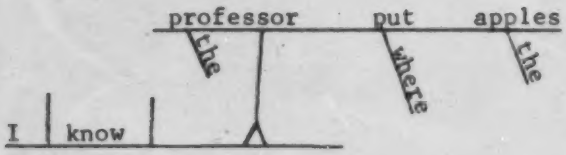
Predicate nominative:

This is where the ceremony will be performed.



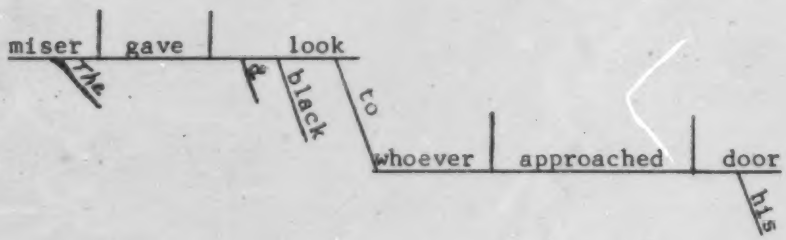
Direct object:

I know where the professor put the apples.



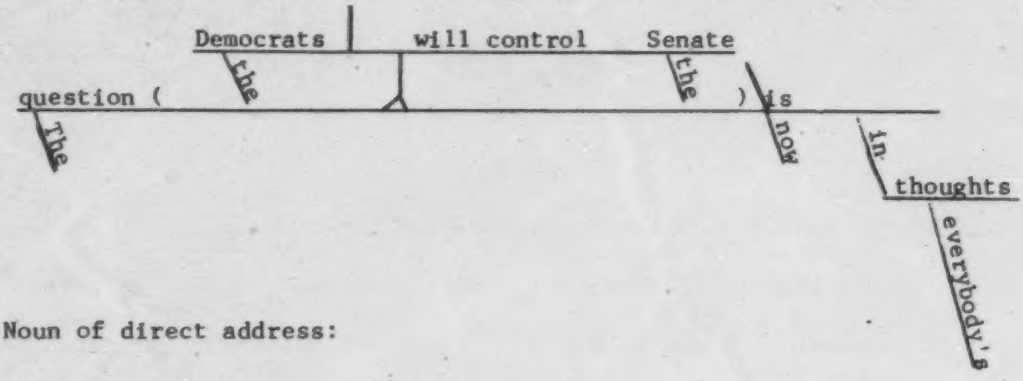
Object of a preposition:

The miser gave a black look to whoever approached his door.



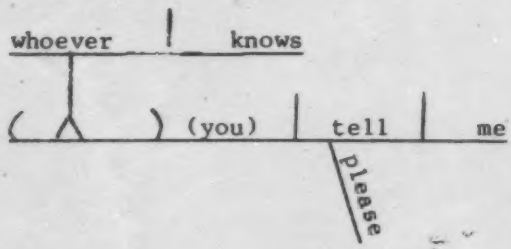
Appositive:

The question, will the Democrats control the Senate, is now in everybody's thoughts.



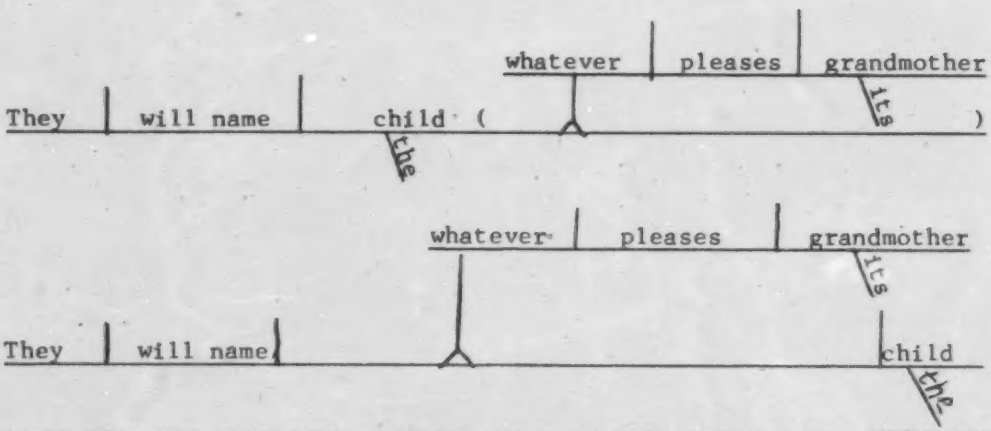
Noun of direct address:

Whoever knows, please tell me.



An objective complement:

They will name the child whatever pleases its grandmother.



(JUST REMEMBER THAT NOUN CLAUSES ANSWER THE QUESTIONS WHO? WHOM? WHAT?)

THE SENTENCE:

A sentence is a group of closely related words containing a subject and a predicate and expressing a complete thought. Sentences are really classified in two ways, according to thought and structure. There are four ways to construct a sentence.

1. A SIMPLE SENTENCE is a sentence which contains one main clause.

   Mary went to the store.

   A simple sentence may have a compound subject and predicate:

   Mary and her brother went to the store.

   A simple sentence may have a compound predicate:

   Mary went to the store and bought some groceries. (NOTE: No comma)

   A simple sentence may have both a compound subject and predicate:

   Mary and her brother went to the store and bought some groceries.

2. A COMPOUND SENTENCE contains two or more clauses.

   We opened the kitchen window, and I tried to sneak into the house quietly. (NOTE: a comma is always required.)

   Time flies; opportunities slip; friends depart.

   The two main clauses of a compound sentence must be separated by a conjunction and a comma or a semicolon.

3. A COMPLEX SENTENCE contains one main clause and one or more dependent clauses.

   It depends upon who will sign the deed.

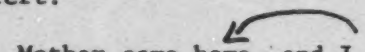
   What we are going to say after that moment will depend on who applauds us and who derides us.

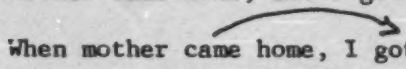
   The clothes we selected were the expensive ones.

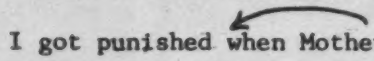
4. A COMPOUND-COMPLEX SENTENCE is a sentence which contains two or more main clauses and one or more dependent clauses.

Scientists who relieve the suffering of human beings ought to be remembered; but too frequently men who give their talents and lives for others are forgotten.

NOTE:
A subordinate clause can relate to another clause on either its right or left. But a coordinator relates its structure to another clause on its left.


Mother came home, and I got punished.


When mother came home, I got punished.


I got punished when Mother came home.

A coordinator at the beginning of a sentence can relate leftward, even across a sentence boundary, but a subordinator never subordinates across a sentence boundary.

NOTE:

The dependent clause may never be used as a complete sentence.

WRONG: Information is requested as to whether the times and convening date indicated are acceptable. In order that all personnel concerned may be informed of times and dates for the conference.

BETTER: Replace the period by a comma or completely rewrite. Please indicate if the above times and date are acceptable to the personnel concerned.

From force of habit, people leave out many words from certain sentences which they write or speak. When the omitted words are clearly understood or the abbreviated sentences are intelligible, such usage is acceptable. These types of sentences are called elliptical. Many of our best known and most cherished greetings are elliptical sentences.

Good morning.
COMPLETED SENTENCE: May God grant you a good morning.

Merry Christmas!
COMPLETED SENTENCE: I wish you a Merry Christmas!

Elliptical sentences commonly appear as answers in dialogue.

"Were you at home last night?"
"Yes."
"Didn't see any light in your house."
"You didn't?"
"If I come by tonight, will you be home?"
"Certainly."

There is a big difference between intelligently used elliptical sentences and "telegraphic" fragments. In any kind of correspondence "telegraphic style" is inexcusable.

OBJECTIONABLE: Received your letter this morning and glad to hear from you.

WORSE YET: Yours of the 5th at hand and contents noted.

Some authors develop the plot of their stories by dialogue. Hemingway, for example, used this literary device in his story, "The Killers."

Be careful of the run-on sentences.

WRONG: Putting off answering correspondence until the afternoon is risky, interruptions are always occurring at the last moment.

Replace the comma with a semicolon or the word since.

TYPES OF SENTENCES CLASSIFIED BY THOUGHT ARE DECLARATIVE, INTERROGATIVE, IMPERATIVE, AND EXCLAMATORY.

Nations rise and fall. (declarative)
How far are we from the restaurant? (interrogative)
Stop! (imperative)
Raise the window. (imperative)
What a book! (exclamatory)
"What a piece of work is a man!" -- Shakespeare (exclamatory)

Other ways that we can vary our sentence structure would be to use some of the suggestions which follow:

1. Subjunctive Inversion of Word Order:
"Had I not..." and "Had it been..."

2. The Balanced Sentence:

"The hotter it gets, the more they wear."
"The more you think about it, the sillier it gets."
"The more, the merrier."
"To err is human, to forgive divine."

"He maketh me to lie down in green pastures; he leadeth me beside the still waters."
"The world will little note nor long remember what we say here, but it can never forget what they did here."

Notice that two or more sentence parts, especially clauses, are similar in form, length, and movement.

3. Deferred Subject Sentences:

It was good that he came.
That he came was good.
It was good for him to come.
For him to come was good.
The night is cold.
Cold is the night.
The weasel goes pop.
Pop goes the weasel.

4. The Cleft Sentence:

The sentence differs from the deferred subject sentence in that it does not have corresponding alternates.

It is the woman who always pays.
We cannot say, who always pays is the woman.
It was in 1953 that it happened.
We cannot say, that it happened was in 1953.

5. Periodic Sentence:

This is better known as the "powerhouse sentence." The writer can build suspense in this type of sentence by putting all the subordinating ideas at the beginning of the sentence and leaving the important idea until the end.

As the clock struck nine and the wind howled outside, the general, alone in his long bed, died.

Any word or phrase can be stressed if you put it at the end of the sentence.

Washington's worst traffic jam happened on the eve of Kennedy's inauguration.

On the eve of Kennedy's inauguration, Washington had its worst traffic jam.

Place an "S" to the left of each sentence below.
Where necessary, add punctuation to the sentences.

1. We flew to Idaho Falls, then we took a bus to the lake.
2. The President sitting in the back seat, waving at the crowd.
3. Jim hesitated too long, consequently he missed his chance.
4. Still another bad accident on that highway.
5. His intention to double the workload for each employee.
6. When we reached the top of the last hill.
7. First let's review the facts.
8. Ann tries to practice shorthand each day, however she can't always.
9. Helen started to cross the street, then the light changed.
10. Ghost towns all across our country.
11. Modern ghost towns in the iron-mining sections of the West.
12. The most famous of all are in the iron-mining sections of Minnesota.
13. Wherever people mined and the resources gave out, there gohost towns are.
14. For a time 20,000 people in the town.
15. Having been warned twice, Walter had no excuse for continued absence
16. I couldn't get my ticket, there was no one on duty at the station.
17. Most of the great books available in inexpensive paperbacks.
18. My boss has a new car, it is a beautiful little Renault.
19. Her new shoes, those straw ones, are not right for the office.
20. Because he wanted to show the identity of electricity and lightning.
21. Jim is a good walker, he likes to climb mountains on vacation.
22. Because the needle of a compass is attracted by a center of magnetic force near the North Pole.

IDENTIFY THE DEPENDENT CLAUSES
IN THE FOLLOWING SENTENCES:

1. Before I could read his notes, he had put them away.
2. I well remember the day when the first atom bomb was exploded.
3. You must know where you can find this information.
4. Where will you be when the last atom bomb is exploded?
5. He has a library where much wisdom is stored away.
6. Whoever passes this spot should remove his hat.
7. Simon is so tall that he looks awkward.
8. Silence is more eloquent than words.
9. One can learn much by keeping his mouth shut and his ears open.
10. He who makes no mistakes never accomplishes much.
11. It was their plan to observe the customs of your country.
12. The boy playing with that shaggy dog is Tommy.
13. We put out a fire that had been left by some campers.
14. Betty never tired of telling about her adventures in Mexico.
15. The story he told was about the Mermaid Tavern.
16. A man was judged by the work that he did.
17. James enjoyed selling bonds.
18. For a while, he was careful that the village folk did not learn how he had won the prize.
19. James believed that he could sell bonds.
20. To understand his motive is to approve his action.

SO YOU WRITE...

ASENTENCEISAMEANSBYWHICHONEPERSONATTEMPTSTOMAKECLEARTOANOTHERWHATHE THINKSORFEELS.

Believe it or not, this is a good sentence. There's only one thing wrong with it. We didn't separate the words. With a little effort and eyestrain, you could probably untangle it yourself. But we must admit it's much easier to read this way:

A sentence is a means by which one person attempts to make clear to another what he thinks or feels.

No one would write a sentence without dividing the words. But there are many people who write messages without separating their ideas! They try to say all they have to say in one or two long, elaborate sentences. Very often these long sentences make even a simple message hard to read--almost as hard as the sentence with the words running together.

Take this example:

> I agree with all the statements made in the attached draft and have noted from time to time that not only do the examiners prefer requesting the initial scouting but it is a constant complaint that the preliminary scouting has not been handled to the satisfaction of the examiner to whom the case was assigned.

This 55-word sentence shows how even a simple message can get out of control. But very often a writer can solve this problem almost before it arises. By analyzing what you want to say, you can break through the tangle of words to the essential ideas. Once you're sure about what you want to say, you're well on the road to making things clear to your reader.

English sentences are becoming shorter and shorter. Perhaps because we read so many newspapers and magazines whose pages are set up in narrow columns, we have become used to much shorter sentences than our grandfathers were accustomed to. In the seventeenth century, sentences averaged about 45 words. By the nineteenth century the average had shrunk to about 30 words. Today the average is less than 20 words.

Sentence length can affect reader comprehension. Tests show that the shorter the sentence, the easier it is to read. Nearly everyone can read sentences of 17 words or less quite comfortably. But as the number of words grows, the reading gets harder and harder. The reason is quite simple. The more words, the more relationships. The more relationships, the more effort for the reader. The more effort for the reader, the more chance he will misunderstand, and the sooner he will quit reading (because he doesn't understand).

People don't like to read material made up of 40-word sentences. So keep your sentences short. Of course, the length of your sentences will vary according to the complexity of your ideas and the sophistication of your readers. There is really no hard-and-fast rule. For there is nothing wrong with a 40-word sentence, or even a 60-word sentence, now and then. You'll need a long sentence occasionally. But if most of your sentences have more than 25 or 30 words, they may be too long. Or if most of them have less than 10 or 15 words, they may be too short. Your long sentences should be balanced with some short ones to keep the average length below 20 words.

Here's a short check list to help fight the long-sentence problem:

1. Try replacing connectives ("and," "but," etc.) with a period.

2. If you need a connective for continuity, there is no objection to beginning a new sentence with it.

3. If a sentence has more than 30 words, break it up into 2 or even 3 shorter sentences.

4. Try to keep the average length of your sentences down to 17 words.

PARAGRAPHS

A disjoined series of clear, effective sentences, fascinating as they may be for dissection, serves no good purpose by itself. It is only when these sentences work together in a group, or paragraph, that they are worth the pain it has cost us to produce them. In many ways paragraphs are like sentences; what we have learned about making sentences effective can also apply to paragraphs.

Like a good sentence, a good paragraph shows evidence of planning and organizing. A good paragraph must have unity and coherence. Unity means sticking to the subject and saving the reader confusion. How can we achieve unity? Any good paragraph is built around a good topic sentence, which serves as a guidepost for the reader and as a steering device for the writer. This topic sentence should contain a controlling idea that definitely announces the true idea about which the paragraph is to be written. The first step toward paragraph unity often depends upon the application of this principle.

The controlling idea is stated in the word, phrase, or clause that announces definitely the central idea that is to be explained in a particular paragraph. In the topic sentences below, underline the parts that convey the controlling idea.

1. A gasoline carburetor is a complicated mechanism.

2. Border strife between Israeli and Arab forces raised a dangerous threat to international peace.

3. A program of space travel involves much expense.

4. A program of space travel involves careful training of human astronauts.

5. The Antartic Treaty sets forth what may be referred to as one of the boundary conditions of the Antartic science program that Antartica shall be used for peaceful purposes only.

6. Many humanitarians believe that money spent on "space-travel" schemes is money spent foolishly.

7. The U. S. should proceed with the exploration of outer space as rapidly as possible.

8. Contrary to the opinion of many people, the speed of light is not constant.

With a definite controlling idea in mind, what is the next step? The explanation takes the form of supporting statements. Some of these statements are likely to be more important than others. All of them, however, must belong to the controlling idea. If they do not belong, the paragraph will not be unified.

A paragraph needs more than just major supporting statements. A writer must sometimes enlarge upon his major supporting ideas by giving further details, illustrations, or reasons. Such material constitutes the minor supporting statements. Every minor supporting statement should explain its major statement in terms of the controlling idea.

Read the following paragraph carefully. Then answer the questions below.

1. Sunday morning in our house has many noises. (1) Breakfast noises are the first to be heard. (2) Sizzling in the frying pan are bacon and eggs. (3) The toast pops out of the toaster. (4) The clinking of the bottle to the glass tells that juice is being poured. (5) The living room has different noises. (6) The newspaper rustles as Father turns the pages. (7) Our dog, Flopsy, squeaks her toy mouse as she begs us to play with her. (8) The cat eyes her silently from a comfortable spot in Mother's lap. (9) Then the chimes from the corner church ring out that it's time to leave for church.

   a. What is the controlling idea of the paragraph?

      1) Sunday morning
      2) morning
      3) many noises
      4) breakfast noises
      5) none of these

   b. How many major supporting ideas are there?

      1) 1
      2) 2
      3) 3
      4) 4

   c. Which numbered sentence below is not a minor idea in the paragraph?

      1) 4
      2) 5
      3) 6
      4) 7

   d. Which sentence disrupts the unity of the paragraph?

      1) 1
      2) 3
      3) 5
      4) 8
      5) none

Coherence within the paragraph may be achieved by the use of connectives, transitional phrases, repetition of key terms, pronouns referring back

to antecedent nouns, repetition of sentence patterns, and parallel structure.

At its simplest level, coherence within the paragraph may be achieved by the use of connective words alone. The conjunctions like and, but, or, nor, for, becuase, if, unless, until; the conjunctive adverbs like however, therefore, consequently, moreover, nevertheless, then, so, yet: transitional adverbs like similarly, contrarily, likewise, first, second, finally--all such connective words show relations between sentences or parts of sentences within a paragraph and help tie together the ideas the paragraph presents.

Use connective words with discrimination; they are not interchangeable. Some like and, further, furthermore, moreover, and additionally add similar material to what has gone before. Some like but, however, and contrarily signal a reversal of the thought. Either, or and neither, nor eliminate one member or the other of paired ideas. The subordinating conjunctions like because, if, unless and until show such relations as those of cause, condition, or time. Choose carefully the connective word that indicates the true relations of the ideas.

Transitional Phrases

Much like the single connective word is the transitional phrase--a group of words working together as a unit to join sentences or parts of sentences and to show their interrelations. Common ones are on the other hand, in addition, by the same token, at the same time, a few days later, so long as and so on. Again, such connectives must be used with discrimination. They are signals to the reader that you are changing direction, and if you signal for a right turn and then turn left, confusion or worse will surely follow.

Repetition of Key Terms

A third very common device for securing coherence within the paragraph is the deliberate repetition or re-echoing of key terms. The repetition of key words or key sentence patterns may bind the sentences of a paragraph or the paragraphs of a composition into a tightly coherent unit.

Pronouns substitute for nouns, repeating the noun concept without repetition of the word. Consequently, every pronoun forces the reader to think back to the antecedent noun, and by so doing helps to bind together the parts of the paragraph. Care must be taken to be sure that the pronoun reference will be immediately clear.

Coherence Between Paragraphs

Coherence between paragraphs is as important as coherence within the paragraph. Four of the devices used to secure coherence within the paragraph are also common between paragraphs: connective words, transitional phrases, repetition of key terms, and pronouns looking back to antecedent nouns in preceding paragraphs.

ORGANIZE THE PARAGRAPH

The following sentences can be arranged into a well-ordered paragraph. Fit them into the outline provided below, entering the sentence numbers in the appropriate places.

1. Unity involves sticking to the subject and to the purpose, plus presenting the ideas as a consistent whole.

2. Similarly, coherence involves orderly arrangement, and at the same time requires a clear indication of the relationship between the ideas.

3. Unity implies balance without excess in one part or lack in another.

4. This relationship is indicated by transitional words and phrases.

5. Unity and coherence are essential to good writing.

6. Unity and coherence therefore help to make writing clear and easy to read.

Topic sentence: No. _____

Sentences that develop the topic: (Arranged in logical sequence) Nos. _____

Concluding sentence: No. _____

PARALLELISM

When a writer uses coordinate elements, elements of equal grammatical rank, he says to the reader that he regards the ideas they express as equal in logical importance. Two sentences, two independent clauses, or any two grammatically similar subordinate constructions are coordinate within each pair.

WRONG: We have three objectives in mind:

1. To finish the job in the shortest time possible
2. Absolute accuracy
3. Insure that appearance is attractive

RIGHT: We have three objectives in mind:

1. To finish the job in the shortest time possible
2. To be absolutely accurate
3. To insure that appearance is attractive

HINTS FOR IMPROVING YOUR STYLE OF WRITING

1. Avoid trite and stilted expressions, such as:

enclosed please find	in no uncertain terms
in answer to your letter of	cause for concern
the question as to whether	in the last analysis
among those present	view with alarm
it stands to reason	reference is made
this is to advise you	this is in reply to
needs no introduction	

2. Express ideas positively.

The word <u>not</u> is weak. Try to express your statement so the word can be avoided.

AVOID	TRY
not on time	late
not respectful	insolent
not ordinary	exceptional
do not remember	forget
not important	trivial

3. Be concise.

AVOID	TRY
owing to the fact that	because
with reference to	concerning
the reason is because	the reason is that, <u>or</u> because
in the event of	if
in accordance with	by, with
according to our records	we show, have recorded
in view of	since
in order to	to

4. Avoid euphemisms.

A euphemism is the substitution of a mild, inoffensive word for one which is explicit and perhaps unpleasant. In certain circumstances, a euphemism might be preferable, but, generally speaking, in formal writing it is not.

AVOID	TRY
passed away	died
senior citizens	elderly
underprivilege	poverty

COLLOQUIALISMS - Which word needs a substitute?

Read the following sentences aloud rapidly. The student is to note (orally, if you wish) which word should be changed.

1. It's funny that the letter hasn't arrived yet.
2. He is such a nice man to work for.
3. There were lots of things to accomplish today.
4. The amount of correspondence was awful.
5. I'm afraid I have nothing good to report.
6. She was raised very strictly.
7. They will be finished with the report inside of an hour.
8. We are sure pleased you could come.
9. Prior to now, we knew nothing of the matter.
10. When the work is hard, he gives up too easy.
11. It's a long ways from here.
12. If it was me, I would not do it.
13. Construction will not be completed on schedule, due to rain.
14. He looked differently after his return from vacation.
15. Being as how you feel sick, why don't you leave the office?
16. I can't help but feel I was mistaken.
17. We will probe the matter further tomorrow.
18. Are you mad at me about anything?
19. They were enthused about the plans.
20. We all agreed it was a real fine speech.

PARALLEL CONSTRUCTION

The following sentences are poor because they lack parallel structure. Repair the faulty section in each sentence.

1. She is not only efficient in typing but also in filing.

_____

_____

2. We mailed copies both to GSA and Interior.

_____

_____

3. I went not only to see him but also because I wanted to look for a job.

_____

_____

4. Our reasons for rejecting the bid were its high cost, its late arrival, and needing better quality materials.

_____

_____

5. The director is interested neither in corresponding with them nor does he want to view their display.

_____

_____

6. We want you to design a workbook, select a text and a starting date should be determined.

_____

_____

7. To decide was difficult; to write the check was final; and saying goodbye was painful.

8. Four of the appeals were heard and postponements were given on the other three.

9. An efficient worker always plans ahead, knows his subject, and doesn't forget details.

10. We were given a course in writing effective letters and how to punctuate.

11. Not only is he concerned with the project but also with the personnel.

12. I wanted not only to improve myself but also my goal was making a real contribution to my country.

EDITING
PROBLEMS
AND
CASE STUDIES

This letter is a reminder to employee that Venetian blinds in the FOB building is to fully extended at all times. The angel of the blinds may be adjusted to permit admisssion of desired amounts of light.

To improve the appearance of the city, a concerted effort is being made by various segments of governemt thruout the Washington Area. The nation's capital hosts hundreds of thousands of visitors each year from all parts of the country and abroad, and Washington has earned the reputation in the past of being one of the world most beautiful citys. To maintain that reputation however a continuing effort bu all of us who live and work here is needed.

Some employees have persisted, despite previous requests, in rising the Venetian blinds in their offices to varying heights. This causes the building to present an uneven and unsightly apperance form the outside. Much effort has been expandedto attractively land-scape the area aound the building, and I am sure we have all enjoyed the trees, shrubs, and other plantings which contribute so much to a pleasant wotking environment.

It seems not too much to ask that we show suficient pride in the appear - ance of the building itself ot correct the blotched affectwhich it often presents to outsiders

TO: Information Officer

FROM: Assistant to the Information Officer

SUBJECT: Fiscal year report on subjects of Congressional Correspondence

We thought you might be ineterested in the enclosed report. It shows the number of congressional inquiries by subject that was completed in the central office last fiscal year. The report is divided into five parts;

1). A key to the numerical codeing of the subjects used thruout the report

2). An overall summery

3). 3 specific summary tables showing the members of Congress whom submitted the most inquiries; the members who inquired about 75% or more of all subject matter codes, and the more frequently inquired about subjects.

4). A table showing a break-down of congresional inquiries by state.

5). an individual subject breakdown for all members of Congress who inquiries were received from.

The report includes not only letters received in the central office but letters refered to the central office from regional offices are also included. Each member of Congress --- (whether or not they are current in office) who's office sent in correspondence during the last fiscal year have been included in this report.

There is nearly fifty two thousand inquiries which was received in the central office last fiscal year. 23,200 inquires were received direct in the regional offices. This adds up to a sum total of about 75000 congressional letters received by this agency last fiscal year.

UNITED STATES PUBLIC SERVICE ADMINISTRATION

EMPLOYEE LETTER

SUBJECT: Special Notice Concerning Changes in Payrol Deductions

To avoid any necesary confusion regarding impending changes in payroll deductions, this letter is being written.

The amount of your salary check dated January 20, 1970 will reflect the reduced federal individual income-tax witholding rate for your salary group. The tax reform act of 1969 proscribed reduced rate for all salary groups to reflect the rduction of the 10 per-cent sur-charge to 5 per-cent.

The amount of your salary check dated Feb. 3rd will reflect the increase in retirement deductions from six and]/2 per-cent to seven % which were prescribed by public law 91-93. If applicable, it will also reflect an increased health benefit deduction and a new Combined Fedral Campiagn deduction.

Your earning Statement acompanying the above checks will show the new deductions for the above items.

Richard Wright, Director
Bureau of Administrative Services

160 d. 176

UNITED STATES PUBLIC SERVICE COMMISSION

EMPLOYEE LETTER

Washington, D. C. 2374
June 25, 19XX

LETTER NO. K-732

SUBJECT: Spilled Liquids and General Housekeeping

Instances of spilled liquids are occurring with greater frequency in the elevators and throughout the building. These spillages become a personal hazard if left unattended. To reduce the chances of accidents and to minimize damage to the floors and carpets, such spillages should be cleaned up as soon as possible.

Whenever beverages are spilled, notify the Building Management Unit, extension 73842, immediately. While awaiting help, paper towels from a restroom can be used to absorb much of the liquid and thus expedite the cleanup. To avoid spilling lids must be secured tightly on cups containing liquids. To avoid spilling beverages on passengers, special care should be exercised when carrying liquids on crowded elevators. Your failure to perform these simple acts of good housekeeping could result in a serious accident to you or to a fellow employee.

In the interest of improving the cleanliness of the building and enhancing our working environment, we are currently exerting a concentrated effort to improve the quality of char services provided for us by General Services Administration. However, good housekeeping habits on the part of employees is essential if we are to succeed in making "our home away from home" into a more desirable place to work.

The cooperation of all employees in this matter is earnestly solicited.

Director
Bureau of Office Services

DISTRIBUTION: K

LETTER EXPIRES: June 30, 19XX

June 20, 19XX

Mrs. Ann Plunkett
Economist, Industrial Research Section
Research Branch
Department of Trade and Development
437 Rockwood Drive
Georgetown, Guyana

Dear Mrs. Plunkett:

Thank you for your letter of June 11, 19XX enclosing literature from the Guyana department of Industry which is of great interest to us.

Since the United States has no coordinating department of industry the incentives for industrial research is necessarily disseninated between the various departments of the government. The revelant tax provisions are summarized in appendix d of the booklet, TECHNOLOGICAL INNOVATION which we enclosed with our letter of May 24th.

I am enclosing a copy of the small business act which on Page seventeen, sets forth the aid available under this act to small businesses for the purpose of Research and Development.

Also enclosed are the State technical services act of 19XX This Act is more in the nature of enabling the distribution of scientific information and the sponsoring of training programs.

As I mentioned in my former letter however by far the major portion of governemnt sponsored research and development funds are handled by the National Research Committee and by the Defense Department. We would appreciate you writing to them directly for any farther information.

Sincerely yours,

Congressman Joseph Burgin
House of Representatives
Washington, D. C. 20535

Dear Honorable Burgin,

This is in further response to your correspondence of March 1 to the secretary of Agriculture enclosing a letter from your constituent, Mr. Robert E. Latney, jr. concerning damage caused by starlings and related birds.

We are so aware and concerned with the starling and blackbird depredation problem in North Carolina as well as in many other states thruout the nation that we have allready taken some steps to combat the problem. Field offices of our bureau has reported the national total damage by birds to be about $58,000,000 annually. In it's current budget request this bureau has an item of $815,00 for bird control research. This will permit the continuance of projects at the present level of effort. The budget does not include funds specifically for a large scale project of operational bird-control work, however, the bureau will continue to provide technical assistance to operational control efforts and will conduct field-tests as we have in the past, to the extent of our capabilities.

To give you the most recent information about the starling and blackbird situations, a article entitle Some Blackbird and starling problems in the United States and Proposals to deal with them are enclosed. Although in this bboklet they give particular emphasis on bird problems in Ohio, much of the information is applicable to North Carolina also. We hope that you will find it to be of interest.

We apreciate this opportunity to be of service. If we may provide any further information please let me know.

Yours very truely,

November 10, 19XX

Dear Mr. Ellis,

This is in response to your letter concerning uniformtiy of boating requirements.

We concur with your suggestion that the desirability of uniform equipment requirements is the most serious of any considerations. To attain such a condition of uniformity, extension of federal authority to all waters or a closer-working relationship between the states would br required.

Not one of the requirements concerning absolute uniformity have been achieved yet by an act of Congress on account of the fact that Congress do not have the jurisdiction over waters laying within the exclusive jurisdiction of a state.

The following method is one of those methods that appears to be a more appropriate solution. This method is that of establishing a closer working relationship between the sevaral states. The Coast Guard and the states, through the Conference of State Boating Laws has been struggling with unifromity problems however we deem it significant that we have affected some progress by means of Model Acts. Also many proposals of the latest safety bills provides additional incentive for greater uniformtiy. However, neither the states nor the Congress are able to provide the answers alone. Joint effort is needed.

These kind of comments like yours are always appreciaited. They will be turned over to the House Committee on Fisheries and Marine Life for their perusal by the undersigned. I remain,

Cordially yours,

YOUR BOSS, MR. RICHARD CANNON, IS OUT OF TOWN

Just before he left, he asked you to return to the Journal of Physics, 173 East 42nd Street, New York 20052, the galley proofs of his article, "Considerations Affecting Cosmic Ray Age." You returned them promptly that day.

Now you've just discovered that he forgot to give you a page of figures that should have been returned too.

Send the page to the magazine for him.

September 15, 19XX

Mr. Bruce Kevin, President
Radex Corporation
Box 603
1st and Denton Sts.
Peru, Indiana

Dear Mr. Kevin:

Your letter of August 29, 19XX was directed to this office for reply.

Judgeing solely from your brochure, it is possible there are several items procured by the government that your facilities could produce. In keeping with the governments policy of encouraging manufacturers' to participate in procuring commodities for the various federal departemnts and agencies, the following information and documents (attached)--will be of asistance.

Most of the metal office furniture the government procures are covered by federal specifications and interim and federal specifications, a few of which is transmitted herewith. The latest, as well as some basic specifications, is enclosed. A complete index of federal specifications and standards are available for your review. Some of the documents that may interest you is available at the business service center in the G. S. A. Regional Office in Chicago Illinois.

If we can be of further asistence to you, please let me know.

Sincerely yours,

YOUR BOSS, MR. RICHARD CANNON, IS OUT OF TOWN. YOU FIND THIS NOTE FROM HIM IN YOUR IN-BASKET.

Friday

Hi:

Trying to catch my 5 o'clock plane to Chic. Take care of Bob Durkee's letter problem (dated last thurs.) for me. He's over at Labor Dept. 395 West Hamilton Blvd. Bu. of Apprenticeship and Trng., Wilkes Barre, Pa. 50732. He wants a copy of our "Guide to Record Retension Requirements". Send him a copy just as a courtesy. Get the one that was reprinted in the Fed. Register. It's vol. 32 #41. But get him to write to Sup. of Documents, GPO, DC 20401, if he needs it again. In fact, tell him he ought to write to GPO any time he sees a ref. he likes. Tell him to send check or money order along with the quoted - GS 4.107/a. order.

Thanks, R.C

P.S. Send him his 40¢ back.

160 k.

YOUR BOSS, MR. RICHARD CANNON, IS OUT OF TOWN

Just before he left, Mr. Cannon asked you to notify all division secretaries about some new procedures for logging and control of "routine" mail. He's really annoyed about the failure to meet deadlines on this kind of correspondence. The last thing he said to you was "I intend to crack down on this thing! We're just not meeting deadlines the way we should."

Here are the new procedures:

a) All correspondence must be handled within 10 working days of receipt within the Agency.

b) Each division secretary will now have to notify your office (Chief of Administrative Services) of action taken and date. You will then send a little slip of colored paper to the secretaries to show the letters on which you're maintaining follow-up.

c) He also wants a careful review of appearance. He has especially noticed dropped letters, letters which are hard to read because evidently the keys are dirty, and improperly spaced lines. White House and Congressional correspondence will be handled as usual.

WRITE THE MEMO TO ALL DIVISION SECRETARIES.

YOUR BOSS, MR. RICHARD CANNON, IS OUT OF TOWN. YOU FIND THIS NOTE FROM HIM IN YOUR IN-BASKET.

Friday

Just thought about Simmons' invitation. Wait a thank you to him for me. He's Exec. Sec. at Amer. Nat. Mental Health Society, 515 East Wacker Drive, Chic. 20411. He wants me to talk at the Nat. Conf. on Mental Health in Houston on 30th of next month. Tell him O.K.

Send him biographical sketch + photo he wanted. Haven't done a thing on speech yet, AS YOU KNOW! so can't send him anything until I finish presentation. Tell him I'll send speech ASAP, but I can't send the 100 copies he's asked for. Tell him the wife's not going. After wife's travel is firmed up, I'll let him know exact arrival time.

R.C

160 m.

YOUR BOSS, MR. RICHARD CANNON, IS OUT OF TOWN. YOU FIND THE ROUTING SLIP BELOW IN YOUR IN-BASKET. HE DISCUSSED THE SYMPOSIUM WITH YOU BEFORE HE LEFT. YOU ARE TO WRITE FOR RESERVATIONS AND ENCLOSE $9 EACH TO COVER THE FIRST NIGHT'S RENTAL FOR THOSE WHO WILL ARRIVE SUNDAY AFTER 6 P.M.

RESEARCH AND DEVELOPMENT BRANCH

DATE 5/24

FROM R.C.

JOEL PETER Single Tues., Mon. Aves. 2P.

JIM SCHULMAN 9.S. " Joel and Janice 9 P.M. Sun.

HOWARD MARSHALL Single Arriving Mon. A.M. (HM)

EDWARD SMIFH Nope! E.S.

DAVID MOORE D.M. Single Mon only- Arr. Mon a.m.

ERIC JONES E.J. Single Sunday-Tuesday

ROBERT LATNEY R Single arriv. Mon & Tues MON A.M

LISA LANE Not going L.L.

Make reservations for above at Towne Motel, 1725 Petersburg Ave., Dayton. MPCA 10th Annual National Symposium May 28th - 30th

160 n.

NOTE: At five o'clock one afternoon as he leaves the office, your boss hands you this hastily scribbled memo which we've typed for you. "Please type this and sign it," he says, "and mail it today."

MEMORANDUM TO: Chief Inspection Officer

FROM: R.C.

Reference is made to your letter of Juiy 2 in which you inquired about my investigation of the Office of Printing and Publications, Public Service Agency.

In reply, I wish to advice that in May of this year BIA asked me to go to Santa Maria to make a weeks inspection of the O.P.P. They are the only office in our chain of facilities which is not showing a profit. The total office operation, as well as the personal and the procedures were to be thoroughly investigated.

Mr. Kyle Lewis the office director is one of those men who shows an interest in his job. He only began the work last December, however and has hardly had time to affect changes. He is trying desparately to solve the many serious problems that confronts him. His Board of Directors hold various views as to remedial steps to be taken. Maintaining the chief trouble lies in inadequate personnel training, this view is held by the Chairman of the Board. It must have been him who recommended a series of time and motion studies. The machine operator which have been trained in the past year have never been given production standards. Everybody works at their own pace. Showing signs of wear and tear and in need of periodic oiling and immediate repairs. the machine shop workers moral has hit rock bottom.

LEARN TO USE THE DICTIONARY

For anyone who reads and writes, a dictionary is indispensable. While it is used most often to look up the meaning of words, it has a great many other uses with which you should be familiar. Furthermore, you can greatly increase your understanding of the information given in a dictionary by a thorough knowledge of its organization and of the devices used to convey information.

Know what kinds of dictionaries there are. In general, dictionaries may be classified in three groups.

In the first group are the unabridged (complete) dictionaries. These are so large and so expensive that they are found principally in libraries and schools. The best known and most available of these are the one-volume dictionaries. You should find out whether your office, or section, has one.

1. "Funk and Wagnalls New Standard Dictionary of the English Language"
2. "Webster's New International Dictionary of the English Language"

These unabridged dictionaries contain all the words of the language and give a great deal of information about each word.

There are many dictionaries in the second group, the "desk" dictionaries; most are adequate for general use. The following are the best known:

1. "The American College Dictionary" (Harper and Brothers)
2. "Funk and Wagnalls New College Standard Dictionary" (Funk and Wagnall)
3. "The Grosset Webster Dictionary" (Grosset and Dunlap)
4. "Webster's New World Dictionary" (C. and G. Merriam Co.)
5. "The Winston Dictionary" (Advanced Edition) (John O. Winston Co.)

The third group of dictionaries includes the small, often pocket-sized books sold in book, stationery, and drug stores, for a dollar or less. While these books may prove adequate for looking up common word meanings and spellings, they should be taken for what they are intended to be--inexpensive condensations for quick general references. They are not dependable as scholarly, complete, up-to-date works.

The dictionary provides the following information: spelling, capital letters, syllables, pronunciation, parts of speech, inflected forms of a word, derivation, meaning, restrictive labels, synonyms, antonyms, illustrations.

WORD USAGE AND ABUSAGE

"Sticks and stones can break my bones, but words can never hurt me." Don't ever believe it! Words can create, stimulate, enrage, and destroy. One word can release a hydrogen bomb. A single speech by the President can be received by some 43 million television sets and heard by a potential listening audience of more than 75 million people in the United States alone.

A recent study by J. N. Hook of the University of Illinois shows that when you buy a car for $3,000, you pay $1,500 for the words needed to produce and market that car. Words are the costliest items that business, industry, and Government use in production.

A person's choice and use of words tells as much about him or her as do manners, dress, and general deportment. Your choice of words is not entirely accidental. Listen to someone speak for a few moments, or read something which he has written, and you will learn much about the kind of person he is. Don't we often say of some acquaintance, "He talks like a lawyer," or an accountant, or businessman, or sailor? The author Thomas Carlyle said, "In every man's writings, the character of the writer must lie recorded." Some two thousand years ago, Publius wrote a maxim as true today as it was then: "Speech is a mirror of the soul; as a man speaks, so is he."

EVEN YOUR BEST FRIEND WON'T TELL YOU

1. I spilled some tea into my saucer.
   I poured some tea into my saucer.
   (Which is worse table manners?)

2. I stood in the country for two months.
   I stayed in the country for two months.
   (Which was more restful?)

3. A large glass of brandy may affect his recovery.
   A large glass of brandy may effect his recovery.
   (Which did the doctor order?)

4. In the theatre, there were five people beside me.
   In the theatre, there were five people besides me.
   (Which was more lonely?)

5. I lied in bed this morning.
   I lay in bed this morning.
   (Which is worse?)

6. The boat left when I arrived at the dock.
   The boat had left when I arrived at the dock.
   (In which sentence could you still wave goodbye to your friends?)

7. Thirteen girls knew the secret, all told.
   Thirteen girls knew the secret; all told.
   (Which is a catty remark?)

8. I took the dirty-looking dog home.
   I brought the dirty-looking dog home.
   (Which would your wife prefer?)

9. Tom: I am here for two years.
   Dick: I have been here for two years.
   (Where might such a conversation take place?)

10. I left him convinced he was a fool.
    I left him, convinced he was a fool.
    (Which sentence shows extraordinary powers of persuasion?)

Permission granted to reprint by Maxwell Nurnberg, from What's the Good Word?

PRACTICE IN WORD USAGE

1. Try (and, to) call me (at about, about) nine o'clock.
2. The book was (laying, lying) on the floor (in back, behind) her chair.
3. We stayed home (because of, due to) the storm.
4. You (want to, should) be more careful.
5. (Those, That) kind of books will interest you.
6. Keep the groceries (inside, inside of) this cabinet.
7. Each man (claims, asserts) he is an expert in his field.
8. She does not know yet (if , whether) she will enter the contest.
9. This typing is (most, almost) completed; I am (sure, surely) glad.
10. It will be (all right, alright) to cross the appointment (off, off of) the calendar.
11. The girl was neither efficient (or, nor) agreeable.
12. Come in (and, to) see our merchandise before you buy (anywheres, anywhere) else.
13. I do not doubt (but that, that) he will win the election.
14. (Being that, Because) I was late, I missed the first act.
15. My pen is newer, but yours works (equally as well, equally well).
16. Be (sure and, sure to) turn left at the next intersection.
17. I live a short (way, ways) from the high school.
18. (Without, Unless) you make a decision soon, you will lose the job.
19. I think you (would better, had better) consult a doctor.
20. I want to go (in the worst way, very much).
21. All salaries will be increased $10 a week retroactive (to, from) January 1.
22. I (seldom, seldom ever) eat chocolate.
23. She has (lots of, many) interesting books in her library.

24. Tney (have, have got) a new television set.

25. The two men had great respect for (one another, each other).

26. (All of, All) the secretaries were at the meeting.

27. This is the kind (of, of a) reference book I find most useful.

28. The country must purify (its, it's) contaminated water.

29. I am (very, very much) interested in the course in modern math.

30. The climate in California is very (healthy, healthful).

SPELLING

Anyone can learn to spell correctly. If you habitually misspell, you are not truly seeing words. Correct spelling is principally a matter of remembering what you read. The poor speller should:

1) Keep a good dictionary handy and use it constantly.
2) Write the misspelled word correctly several times.
3) Note the correct pronunciation. Often a word is misspelled because it is mispronounced.
4) Learn the four principles of letter combinations as a general guide to spelling.
5) Look at the word intently. Perhaps you can formulate a special way of remembering the spelling of a particular word. i.e. Stationery has the er of paper.)
6) Avoid confusing words with the same pronunciation but different meanings and spellings.

Your authority for spelling is Webster's "New International Dictionary" which has been the Federal Government's guide for almost one hundred years. The GPO "Style Manual" contains an instructive chapter about spelling.

Here are four principles of letter combinations.

IE, EI RULE

"I before e
Except after c,
Or when sounded as a,
As in neighbor or weigh."

Thus the old jingle teaches us and the rule is as correct today as when you may have learned it as a child. Less musically, the rule tells us.

Write ie when pronounced ee, except after c.
Write ei when pronounced a.

Examples of ie pronounced as long e:

achieve	fierce	niece	relieve
believe	grief	pierce	siege

Examples of ei after c:

conceive	perceive
deceive	receive

Examples of ei pronounced as long a:

eight	heir	reign	their
freight	neighbor	sleigh	weigh

Some of the exceptions to the rule:

either, foreign, inveigle, leisure, neither, seize, species, weird

EXERCISE: Supply the missing e and i for each word.

cash___r	h___ght	shr___k
conc___t	h___nous	s___ge
counterf___t	repr___ve	t___r
d___gn	r___ns	v___l
f___gn	r___gn	w___ld

A sheik, named either Keith Neil or Reid O'Neil, inveigled with neither protein, codeine, nor caffeine but some weird tale of being a financier, an innocent girl to follow him to the weir.

FINAL Y RULES

When adding a suffix to a word ending in y, the y may be either retained or changed to i.

Final y is usually retained if preceded by a vowel.

chimneys gayer joyful obeying valleys

Final y is retaied if the suffix is ing.

accompanying enjoying relaying studying

Final y becomes i if preceded by a consonant (and the suffix is not ing).

ladies holiness dutiful greedily ponies

Final y is retained before ship and like and derivations of Baby and lady

citylike babyish secretaryship

Some of the exceptions to the rules:

day-daily, lay-laid, pay-paid, say-said, slay-slain

EXERCISE: Add suffixes to each word.

anniversary	duty	jockey
attorney	early	lily
auxiliary	easy	medley
busy	emergency	modify

FINAL E RULE

Retain the final e before a suffix beginning with a consonant.

amusement	completely	hopeful	immediately
arrangement	hateful	judgeship	lovely

Drop the final e before a suffix beginning with a vowel:

admiration	hoping	judging	pleasure	desirable
guidance	hating	lovable	writing	

A word which ends in ce or ge will retain the e before a suffix beginning with a or o to keep the c or g soft.

advantageous	noticeable	pronounceable
changeable	outrageous	peaceable
manageable	serviceable	traceable

A word which ends in double e retains both e's unless the suffix begins with an e.

agreed	freer	pedigreed
foreseeable	lessees	seeing

Common exceptions to the rules:

The acknowledgment was that the ninth argument in the abridgment was truly and wholly awful in their judgment, duly noted.

Also, hoeing, shoeing, singeing, tingeing, acreage, mileage, and gluey, among many others.

EXERCISE: Arrange the following words under the appropriate column.

dining, extremely, guidance, hoping, lately, making, responsiveness, retiring, slimy, whitish.

Retain final e	Drop final e

Write the word indicated:

desire + able
force + ing
late + est
nine + teen
noise + y
saturate + ing
unforgive + able
use + ing
verify + able
wake + ing

DOUBLE FINAL CONSONANT RULE

At first, this rule sounds difficult to master, but it is very useful.

A word of one syllable with one vowel and one final consonant will double the final consonant before a suffix beginning with a vowel. The final consonant will not double if these two conditions are not met.

EXERCISE: Write the word indicated.

big + er
cool + er
doubt + ing
ease + ing
find + ing
idle + ing
join + ing
lob + ed
mop + ing
plot + ed

For words of more than one syllable, the rule is similar.

A word of more than one syllable with one final consonant following one vowel generally will double the final consonant before a suffix beginning with a vowel IF the accent of the word falls on its last syllable.

Some of the exceptions to the rules:

benefit, kidnap, program, and worship and their derivations may be spelled with or without a doubled final consonant

EXERCISE: Add as many suffixes as possible, such as able, ible, ary, ery, er, est, ance, ence, ess, ed, ish, ing, ly, ful, ment, ness, to the following words.

allot	control	need
avoid	daub	rebel
blandish	equal	skill
brief	mesh	stir
catalogue	occur	thin
compel	profit	tread

ADDITIONAL NOTES:

1. Final w preceded by a single vowel is not doubled.

   EXERCISE: Give the present and past participle of chew, hew, saw, snow

2. Words derived from the Latin ferre (to bear) will often be irregular, especially when the accent shifts or when a suffix is added. Double the final consonant when adding ed or ing; do not double when adding ence.

   EXERCISE: Indicate which syllable is stressed.

confer	conferred	conference
defer	deferred	deference
infer	inferring	inference
prefer	preference	preferable
referred	reference	referable
transfer	transference	transferable

3. Double consonants are generally retained when adding suffixes, with the exception of dully, fully.

EXERCISE: Write the word indicated.

dull + ness	odd + ly	stiff + ly
ebb + ing	install + ment	will + able

PREFIXES AND SUFFIXES

Adding the prefixes il, im, in, un, dis, mis, re, and over does not change the spelling of a word. Adding the suffixes ness and ly usually does not change the spelling of a word.

Exceptions: duly, truly

PREFERRED AND DIFFICULT SPELLINGS
(Taken from the GPO Style Manual)

abridgment
accessory
accommodate
acknowledgment
analogous
anonymous
appall -ed, -ing
ascendance, -ant
barreled, -ing
benefited
canceled - ing
cantaloup
catalog, -ed, -ing
channeled, - ing
coconut
consensus
consignor
counseled,-ing
defense
dependent
develop, -ment
diagramed, -ing
diagrammatic
dissension
doctrinaire
embarrass
enclose
encumbrance
endorse, -ment
enroll, -ed, -ing, -ment
equaled, -ing
esthetic
exhilarate
exonerate
exorbitant
focused, -ing
forgettable
fulfill, -ed, -ing, -ment
gage
gazeteer
grievous
harass
imperiled, -ing
ingenious (skillful)
ingenuous (simple)
innocuous
innoculate
iridescent
inquiry
install, -ed, -ing, -ment
judgment
kidnaped, -ing
labeled, -ing
level, -ing
lodgment
labeled, -ing
marshaled, -ing
movable
offense
paneled, -ing
paralleled, -ing
parceled, -ing

patrol, -led, -ling
penciled, -ing
periled, -ing
privilege
programmed, -er, -ing
programmatic
propel, -led, -ling
referable
reparable
surveillance
technique
theater
therefor (for it)
therefore (for that reason)
totaled, -ing
tranquilizer
tranquillizer
transferred
traveled, -ing
tyrannical
unwieldy
vermilion
vicissitude
visa, -ed, -ing

ABLE OR IBLE?

There is no very good rule, but here's a homemade one that works for many words. When you can form a word ending in ation, ABLE should be used. When you can form a word ending in ion, tion, id, or ive, IBLE is usually correct.

ABLE WORDS

indispensable (dispensation)
commendable (commendation)
estimable (estimation)
durable (duration)
excitable (excitation)
irritable (irriation)
inviolable (violation)

IBLE WORDS

accessible (accession)
audible (audition)
collectible (collection)
comprehensible (comprehensive)
convertible (conversion)
digestible (digestive)
indefensible (defensive)
irrepressible (repressive)
irresistible (resistive)
suggestible (suggestive)

CEED, CEDE, or SEDE?

Only three words end in ceed: exceed, proceed, and succeed. Only one word ends in sede: supersede. All other words end in cede: accede, intercede, precede, etc.

ENDINGS "ISE," "IZE," AND "YZE"

A large number of words have the ending ise, ize, or yze. The letter l is followed by yze if the word expresses and idea of loosening or separating, as analyze; all other words of this class, except those ending with the suffix wise and those in the following list, end in ize.

advertise	compromise	excise	premise
advise	demise	exercise	reprise
affranchise	despise	exorcise	revise
apprise	devise	franchise	rise
arise	disenfranchise	improvise	supervise
chastise	disguise	incise	surmise
	emprise	merchandise	surprise
comprise	enterprise	mortise	televise

THE NEUTRAL VOWEL

Sometimes listening will not help us much, because when we come to an unaccented syllable we are likely to have a vowel with a neutral or obscure sound. If we can find a related word which is accented on the syllable containing the neutral vowel, the real nature of the vowel will often be revealed to us.

	Problem Word	Clue Word	Missing Vowel*
1.	narr?tive	narr_te	_____
2.	sed?tive	sed_te	_____
3.	defin?te	defin_tion	_____
4.	conserv?tive	conserv_tion	_____
5.	auth?r	auth_rity	_____
6.	nutr?tive	nutr_tion	_____
7.	fam?ly	fam_liar	_____
8.	friv?lous	friv_lity	_____
9.	mir?cle	mir_culous	_____
10.	arithm?tic	arithm_tical	_____
11.	democr?cy	democr_tic	_____
12.	ecst?sy	ecst_tic	_____
13.	apol?gy	apol_getic	_____
14.	hypocr?sy	hypocr_tical	_____
15.	rel?tive	rel_te	_____

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